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ABSTRACT

The text reviews issues in developing and implementing individualized education programs (IEPs) for exceptional children. The following topics are examined in separate chapters (sample subtopics in parentheses): understanding the IEP (rationale, contents); meeting to develop the IEP (premeeting activities, roles of team members); assessing present levels of educational performance (assessment guidelines); developing annual goals, short term instructional objectives, and procedures for evaluating progress (rationale for goals and objectives); selecting special education and related services (interagency cooperation); implementing the instructional plan (data keeping, classroom mangement and organization); conducting the annual review; the teacher's role in developing and implementing IEPs; the parent's role; IEPs and the school administrator (staff development, monitoring IEP quality); and remaining issues, problems, and prospects. (CL)

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2ND EDITION

A Primer on Individualized Education Programs for Exceptional Children

Preferred Strategies and Practices

Daniel P. Morgan

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FOUNDATION FOR EXCEPTIONAL CHILDREN

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About the Author

Daniel Morgan received his undergraduate training in special education at Western Michigan University, his Master's degree at Michigan State University, and the doctorate in special education at Florida State University. He has been a teacher of emotionally disturbed children in a suburban Detroit junior high school and a consulting teacher in the Mt. Pleasant, Michigan school system. Currently, he is Associate Professor of the Department of Special Education at Utah State University. Besides his interest in IEP development and implementation issues, he is involved in a variety of teacher training activities. He is also directing a Federal project which is developing mediated instructional packages designed to teach social skills to handicapped children and youth.

Foreword

The Foundation for Exceptional Children published *A Primer on Individualized Education Programs for Handicapped Children* in 1977 to serve as an information resource concerning the individualized education program (IEP) requirements mandated by Public Law 94-142, the Education for All Handicapped Children Act. Although written before IEP's were first required in October of 1977, the *Primer* effectively introduced the IEP process to educators and parents.

Since the original *Primer* was published, public school programs for exceptional students have made great strides in implementing key provisions of P.L. 94-142. Yet, as data regarding prevailing IEP practices become available, it is clear still more progress is needed to guarantee the delivery of high quality individualized education programs to all exceptional students.

Data from a number of needs assessment sources indicate that while school personnel are demonstrating greater acceptance and familiarity with the IEP concept, concerns remain regarding practical issues of IEP development and implementation. Thus, the changes that have been made in the revised edition of the *Primer* have a distinct practical flavor. A concerted effort has been made to provide succinct guidelines, suggestions, and examples of practices and strategies that will facilitate the delivery of high quality instructional programs to exceptional children. The subtitle of the revised *Primer, Preferred Strategies and Practices,* reflects this emphasis.

Other changes have been made. For example, the *Primer's* title was altered by substituting "exceptional" for "handicapped." The rationale for this change was the recognition that the term *exceptional* refers to any child whose performance deviates from the norm (below or above) to such an extent that specially designed instruction is needed. Although P.L. 94-142 does not apply to the gifted, gifted children are like other exceptional children in one important way:

> To reach their potential, to fully "succeed" in school, they may need special instructional techniques, materials, classroom arrangements, and teachers. In short, they need individual programs tailored to their unique needs. (Swassing, 1980, p. 301)

Another major change in the revised *Primer* is that it cites the federal regulatory requirements concerning IEP's that were published on August 23, 1977. Since the original *Primer* was published before that date, the first edition contained the proposed regulations first published in December, 1976.

Another important source cited in the current *Primer* is a policy paper recently published by the U.S. Department of Education/Office of Special Education and Rehabilitation Services/Division of Assistance to States: *Individualized Education Programs (IEPs): Restatement and interpretation of requirements under Part B of the EHA as amended by P.L. 94-142.* (This policy paper will be referred to throughout the *Primer* as *DAS Information Bulletin #64,* May 23, 1980). The paper, written to respond to policy issues and concerns raised in the first 2 years of implementing the IEP provisions of Public Law

94-142, clarifies the requirements that must be met in order for public agencies to be in compliance with the IEP provisions of the law. In effect, the paper is an extension of the August 23, 1977 regulations that appeared in the *Federal Register*. The information contained in the paper has been used throughout the *Primer* to support the information presented.

Finally, the revised *Primer* reflects the idea that IEP's are more than "individualized paperwork" by proposing that the IEP is a process in the same way that teaching is a process and that developing and implementing IEP's is a very effective way of teaching exceptional children.

The primer format does have some limitations. Space and style do not always allow for the kind of in-depth examination of issues and ideas that may be necessary to provide complete coverage of a concept. Therefore, while the intent of the revised edition is to serve as a "how to" guide to IEP development and implementation, it also serves as a kind of "clearinghouse" by referring readers to other sources where in-depth reviews of current preferred practices and strategies are available.

It is hoped that the goal of the revised *Primer* will be well served: to assist administrators, teachers, and parents to improve the quality of life for exceptional children and youth through the development and implementation of IEP's. At times the effort required and the complexity of the task of developing and implementing IEP's may seem overwhelming. To be sure, individualizing instruction to meet individual needs is not a task to be taken lightly, nor will it be accomplished easily. The ultimate success of an exceptional child's IEP is significantly related to and dependent upon the active involvement and mutual support and understanding of all who are concerned with the education of the child. Meeting both the letter and the spirit of Public Law 94-142 requires the skills and dedication of a variety of individuals. A passage from the original *Primer's* Introduction summarizes this idea effectively:

> There is nothing educationally revolutionary about the individualized education program. Many educational systems have engaged in similar practices of a more or less formal nature for years. They may have their own name for it; they may have not operationalized all its requirements; and they may not be using it with all handicapped children. But its seed lies in the basic tenets of education and exists in some degree almost everywhere. The job ahead is not to start anew, but to improve practices so that all handicapped children, wherever they may be, receive the free, appropriate education that Public Law 94-142 promises them. (p. 1)

The author wishes to express his appreciation to a number of individuals who have supported and guided this effort. First, the various authors of chapters in the original *Primer* deserve recognition since their work formed the foundation on which the revisions reflected in the current *Primer* were made. Those authors and their respective chapters in the revised *Primer* are: Alan Abeson and Frederick Weintraub ("Understanding the Individualized Education Program"), Joseph P. Higgins ("Assessing Present Levels of Educational Performance"), Josephine Barresi ("Developing Annual Goals and Short Term Objectives," "Beyond the IEP: The Instructional Plan"), Jeptha Greer and Scottie Torres Higgins ("Issues in the Selection of Special Education and Related Services"), Stephen Lilly ("The Instructional Plan"), Richard Sherr ("Meeting to Develop the IEP"), Veronica Garcia and the late Mary Pinkleton ("The Teacher's Role"), Lynn Winslow ("The Parent's Role"), and Scottie Torres Higgins ("IEP's and School Administrators").

Special thanks are to be accorded the Foundation staff for their support and encouragement throughout this entire effort: Suzanne Raber, Maria Skandalakis, and Don Sodo. Appreciation is gratefully acknowledged to Drs. Ann P. Turnbull and Jack W. Birch for their helpful comments on earlier drafts of this manuscript.

Chapter 1
UNDERSTANDING THE INDIVIDUALIZED EDUCATION PROGRAM

If there is one fact on which educational researchers can agree, it is that no two learners are alike. Students differ from one another in terms of their individual interests, personality traits, rates of learning, memory, motivation, general intellectual ability, and many other important characteristics. This is as true for nonexceptional children as it is for exceptional children.

Designing educational programs that deal with individual differences in children—commonly referred to as individualized instruction—has long been an objective of American education. Individualized instruction in today's schools should be viewed as part of a continuing effort to meet the individual needs of students. For example, the following statement was made about the Pueblo Plan, a system wide individualized instruction experiment in Colorado, over 80 years ago:

> It has often been said that in view of the general demands of mass education, provision cannot be made for the individual. If the Pueblo experiment and this article stand for any one thing, it is simply this: provision for the individual can be made, for it has been done. (*Search,* 1894, p. 1)

Despite the problems that have been encountered in the implementation of individualized instruction, the basic intent of individual planning and programing for all children remains unchallenged. This is especially applicable to the education of exceptional children, who present perhaps the greatest variety of individual differences. In fact, it is the recognition of these differences that forms the basis of the field of special education.

Recently, new efforts have been made that have, in essence, legalized a philosophy of individualized instruction (Nadler & Shore, 1980). In late 1975 the United States Congress passed and sent to President Ford a bill that has served and will continue to serve as a landmark piece of legislation for handicapped students: Public Law 94-142, the Education for All Handicapped Children Act. Described as a Bill of Rights for handicapped persons, Public Law 94-142 had four overriding purposes:

1. Assure that all handicapped children have available to them a free appropriate public education which emphasizes special education and related services,
2. Assist states and localities in providing for the education of all handicapped children,
3. Assure that the rights of handicapped children and their parents or guardians are protected, and
4. Assess and assure the effectiveness of efforts to educate handicapped children. (Department of Health, Education, and Welfare, 1979a, p. vi)

The cornerstone of Public Law 94-142 and contemporary special education is the individualized education program (IEP). Essentially, the IEP is a planning and management tool for assuring that the educational program designed for a child who requires special education is appropriate to his or her needs and that the educational program designed is actually delivered and evaluated. The written individualized education program is an educational blueprint, custom designed to meet each child's unique needs.

According to a policy paper on IEP's recently developed by the Office of Special Education in the U.S. Department of Education, the IEP requirement of Public Law 94-142 has several important purposes and functions:

1. The IEP sets forth in writing a commitment of resources necessary to enable a handicapped child to receive needed special education and related services.
2. The IEP is a management tool that is used to ensure that each handicapped child is provided special education and related services appropriate to his/her learning needs.
3. The IEP is a compliance/monitoring document which may be used by monitoring personnel from each governmental level to determine whether a handicapped child is actually receiving the free appropriate public education agreed to by the parents and the school.
4. The IEP serves as an evaluation device for use in determining the extent of the child's progress toward meeting the projected outcomes.
5. The IEP meeting serves as a communication vehicle between parents and school personnel, and enables them, as equal participants, to jointly decide upon what the child's needs are, what will be provided, and what the anticipated outcomes will be.
6. The IEP itself serves as a focal point for resolving any differences between the parents and the school; first through the meeting and second, if necessary, through the procedural protections that are available to the parents. (*DAS Information Bulletin #64*, May 23, 1980, p. 3)

RATIONALE FOR IEP'S

There are few aspects of Public Law 94-142 that have had as great an impact on school personnel as the IEP requirement. It is important, therefore, to remember and keep clearly in focus the major reasons for IEP's.

From an administrative standpoint, the IEP satisfies local, state, and federal legislative or regulatory mandates. It is an agreement between an educational agency and a handicapped student and his or her parents outlining the nature of the special education program to be provided to the student. The use of IEP's will also make special education programs more accountable. The IEP requirement was designed to help decrease the occurrence of such inappropriate practices as the following, many of which have been well documented in recent years.

- Handicapped children remained in the same program for years without adequate re-evaluation.
- Parents were not meaningfully involved in educational planning for their children.
- Exceptional children were evaluated and/or placed in special education programs without their parents' permission or knowledge.
- Exceptional children were placed in restrictive educational classes or groups, and thus were denied normalizing contacts with nonhandicapped children.

On the other hand, as an instructional procedure the IEP emphasizes that exceptional children differ from each other in terms of their needs, capabilities, and receptivity to alternative instructional methods. It is known that exceptional learners require carefully planned and appropriately sequenced instructional programs for optimal learning. Specifying instructional goals and objectives based on a learner's present levels of educational performance and regularly monitoring progress through use of specific evaluation criteria substantially increases the probability of successful intervention with exceptional children.

CONTENTS OF AN IEP

According to Public Law 94-142, an IEP must include the following components:

(a) A statement of the child's present levels of educational performance;
(b) A statement of annual goals including short-term instructional objectives;
(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;
(d) The projected dates for initiation of services and the anticipated durations of the services; and

(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved. (*Federal Register* 121a.346, August 23, 1977)

An IEP must be written for every exceptional child who is eligible to receive special education and related services. Special education, according to Public Law 94-142, is defined as "specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child." It should be remembered that not all children who have a disability are handicapped; only those who by reason of a disability require special education and related services are considered handicapped. Thus, special education is not provided because a child is mentally retarded or visually impaired; rather, it is provided because the child has a unique educational need that requires specially designed instruction.

One key feature of an IEP is that it is developed by a team composed of a representative of the education agency, the child's teacher(s), the child's parent(s) or guardian(s), and, where appropriate, the child. The various components of the IEP are not developed separately by various individuals and then pieced together in a meeting, nor is the IEP to be developed by any one individual prior to the meeting. Full and active participation and involvement, with each team member having an equal voice in the process, is to be sought in the development of all IEP's.

Also, the IEP must be finalized before the child is placed. Section 121a. 342 (b) of the federal regulations states that an IEP must "be in effect *before* special education and related services are provided to the child" (emphasis added). The appropriate placement decision for an exceptional child cannot be determined until after decisions have been made about the child's needs and the nature of the annual goals and short term instructional objectives. Since these decisions are to be made at the IEP meeting, it would not be permissible to first place the child and then develop the IEP. It is expected that the special education and related services identified by the child's IEP will be provided by the school immediately after the IEP meeting.

In summary, the term *individualized education program* conveys important concepts that need to be emphasized. *Individualized* means that the program must be addressed to the educational needs of a single child. *Education* means that the program is limited to those elements of the child's education that are specifically special education and related services as defined by the law. *Program* means that the IEP is a statement of what will actually be provided the child, as distinct from a plan that provides recommended guidelines from which a program would subsequently be developed.

WHAT THE IEP IS NOT

While most of this chapter discusses what the IEP *is*, some attention should be directed toward an examination of what the IEP is *not*. Much has

been written about IEP's over the last 4 years and much more has been discussed in workshops, conferences, college classrooms, and teacher's lounges. Several myths concerning IEP's have developed over this time, and acceptance of these myths may prevent full realization of the potential of the IEP requirement.

An IEP is not a performance contract. The Office of Special Education has clearly stated that teachers or other school personnel are not to be held accountable if a handicapped child does not achieve the goals and objectives set forth in the IEP. What is required is that school personnel make a reasonable, good faith effort to achieve the IEP's goals and objectives. A "good faith effort" implies that the educational agency actually provides the special education and related services identified in the IEP.

An IEP is not a daily instructional plan. The primary difference between an IEP and a daily instructional plan, from a federal compliance standpoint, is in the amount of detail it contains. While it is clear that the short term instructional objectives in the IEP should be stated in specific, observable, and measurable terms, the IEP need only list several benchmark objectives for each annual goal—hardly sufficient detail to plan instruction on a daily basis. As will be discussed in a later chapter, however, the IEP, through its goals and objectives, serves as the basis for developing a detailed instructional plan that can be used to plan and deliver instruction on a daily basis.

The IEP is not "individualized extra paperwork." One of the major criticisms leveled against IEP's concerns the amount of time spent in planning for instruction. According to some school personnel, if less time were spent doing paperwork, more time would be available to actually teach the child. While many of the paperwork concerns are valid, the answer ought not to be to eliminate the IEP requirement.

Part of the answer to the paperwork problem requires further investigation into how schools can "streamline the IEP process without detracting from quality" (Price & Goodman, 1980, p. 453). For example, more emphasis should be given to the proper role of a team of individuals being responsible for the development of the IEP, thereby shifting sole responsibility from one or two individuals (e.g., the special education teacher). Another example relates to the length of the IEP document. There is no federal requirement that prescribes the length of the IEP. In practice, the length of the IEP varies greatly; a recent nationwide study revealed that nearly 25 percent of the IEP's examined were 2 pages or less in length, 60 percent of the total were 4 pages or less, while only 7 percent were 11 pages or more (Martin, 1980).

The other part of the answer to the paperwork problem requires a reaffirmation that the time spent in carefully developing IEP's is time well spent because it makes the task of actually teaching the exceptional child much more efficient and effective.

The IEP does not include the total education of the child. According to the Office of Special Education, the IEP is limited to matters concerning the provision of special education and related services (*DAS Information Bulletin #64*, May 23, 1980, p. 25). Thus, for a learning disabled child receiving reading and arithmetic instruction in a resource room, it would not be necessary to include the regular classroom's social studies or science curriculum goals and objectives in the IEP. However, for a hearing impaired child placed in a regular classroom, the special seating arrangements would be a necessary modification to compensate for the effects of the child's handicap and, therefore, would be identified in the IEP.

A more common situation would be the emotionally disturbed child who receives special education services in a parttime special education classroom and is placed in a regular classroom for half the day. It would not be sufficient to work on one of the IEP's goals, "increasing appropriate classroom behavior," only in the parttime special education class. This goal should be addressed in the regular classroom as well. Therefore, the modifications to the regular classroom program required to compensate for the child's handicap—for example, a behavior management program, carefully selected assignments, and a daily parent report card—should be identified in the child's IEP.

The IEP is not an end in itself. If one change were to be made with any of the numerous acronyms associated with Public Law 94-142, it should be to change the "program" in IEP to "process." Perhaps this subtle change would emphasize the idea that the IEP is a process in

much the same way that teaching is a process. The position taken throughout this *Primer* is that it is not merely the development of IEP's that leads to good teaching. It is the careful development, implementation, and evaluation of IEP's that enhances the growth of exceptional students.

THE SPIRIT OF THE LAW VERSUS THE LETTER OF THE LAW

Most school personnel and parents of exceptional children are by now well aware of what is required as far as P.L. 94-142 and IEP's are concerned. To be "in compliance" is a derived term created by the law and its regulations. In fact, being in "paper compliance" with IEP requirements—that is, complying with the *letter* of the law—is a relatively easy task (Walker & Kukic, 1979). Most current state and federal program auditing and review practices emphasize a "yes or no" approach to evaluating IEP's. That is, if the IEP has been written, if the various sections of the IEP have been completed in the appropriate places, the program reviewer may very likely say, "Yes, this IEP is in compliance." Whether or not the program reviewer makes a judgment about the instructional quality or appropriateness of the elements contained in the IEP depends on the reviewer's background, orientation, and the time constraints faced in doing the review.

Furthermore, it is important to remember that P.L. 94-142 sets forth only minimum standards concerning the provision of special education and related services. Certainly, these minimum standards represent an important leap forward for exceptional children and youth. In too many instances, though, what is required—i.e., the "minimum"—is a long way from what is ideal. Unfortunately, that difference is most keenly felt by the handicapped student who is receiving an educational program that is in compliance with the letter of the law but is far from an ideal educational program.

As Gillespie (1979) said,

> There is relatively little difficulty in defining the letter of the law. Interpreting rules and regulations is generally a matter of policy . . . interpretations of the spirit of the law are more elusive . . . the spirit of the law is the logical extension of the law's intended purpose. (p. 190)

But what is the "logical extension" of P.L. 94-142's purposes? It seems clear that the law states that exceptional children are entitled to receive a free and appropriate education commensurate with their unique needs. The best way to ensure that the educational program is appropriate is to systematically develop, implement, monitor, and evaluate the IEP.

It also seems clear that the IEP should be, first and foremost, a guide to facilitate the planning, delivery, and evaluation of instruction to exceptional students. Although an IEP does serve a useful recordkeeping function for administrative purposes, teachers should not file their IEP's away in a file cabinet and forget about them. What is important is the recognition that when the IEP is not used on a continuous, systematic basis for instructional planning, instructional delivery, or instructional evaluation, the spirit of Public Law 94-142 has been ignored.

In summary, Public Law 94-142 does not require that exceptional children be provided the "best" education. The law does require, however, that they be provided a special education appropriate to their individual needs. With the implementation of an appropriate IEP for each exceptional child needing special education, children will no longer be placed on the basis of labels or administrative convenience. Realizing the goal of providing each exceptional child with a free, appropriate public education means that minimally, through the IEP, all school personnel will understand the requirements of the law and in meeting those requirements will arrive at a better understanding of both the individual and collective responsibilities that produce optimal learning for children and accountability for themselves.

CHAPTER 2
MEETING TO DEVELOP THE IEP

Public Law 94-142 is clear in stating that there shall be a meeting to develop the IEP. The law also identifies who shall attend and what the outcomes of the meeting shall be. This chapter will specify the necessary components and functions of the meeting and present some recommendations which, although implied or routinely a part of good school-parent relations, are not expressly required by the law. Such issues as premeeting staffings, the parties to be involved, scheduling and procedural arrangements, the functions of the various participants, procedures for conducting the meeting, and the meeting outcomes will be explored.

WHO IS INVOLVED IN THE MEETING?

According to Public Law 94-142, the following individuals shall be involved in the meeting at which the IEP is developed:

1. A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.
2. The child's teacher.
3. One or both of the child's parents.
4. The child, where appropriate.
5. Other individuals at the discretion of the parent or agency.

Who is the "agency representative?" This decision is made by each school district. In selecting the agency representative, the primary criterion is that the individual is "qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children." Thus, the school's special education director or supervisor would qualify, as would a school principal or other school administrator (e.g., assistant principal, pupil services director, associate superintendent). So, too, would special education teachers or ancillary personnel be eligible to serve as the agency representative. The only prohibition is that the agency representative may not be the child's current teacher.

Although a number of individuals are eligible to serve as the agency representative, there are a number of preferred practice guidelines that should be taken into account in selecting an agency representative. First, the person should have the authority to commit district resources without having to worry about the team's decision being overturned at higher administrative levels in the district. The second consideration relates to the nature and severity of the child's handicap and the type and extent of services required to meet the child's needs. Thus, for a mildly handicapped child who may require only an hour a day in the resource room, a special education teacher could serve as the agency representative. For a more severely handicapped child, a higher level administrator would be a more appropriate choice since it is likely that a more extensive array of services would be required to meet the child's needs. Finally, it is likely that IEP meetings for continuing placements are more routine than those for individual placements and might not require the participation of a key administrator. See Figure 1 for the specific guidelines concerning the identity of the agency representative.

FIGURE 1 Who Is the Agency Representative?

1. *Who can serve as the "agency representative" at an IEP meeting?*

   The determination of which specific staff member should serve as the agency representative is left to the discretion of the individual state or agency or school. However, the following points should be considered in such a determination:

   a. A first consideration in selecting the agency representative is the need to insure that whatever services are agreed upon at the meeting will actually be provided and the IEP will not be "vetoed" at a higher administrative level within the agency. Thus, the person selected should have the authority to commit agency resources (i.e., to make decisions about the specific special education and related services that the agency will provide to a particular child).

   b. A second consideration might be related to the nature and severity of a child's handicap and the amount of services he/she requires. For children with less severe handicaps (e.g., a mild learning disability or a mild speech impairment), where only a limited amount of special education is required, the agency representative could be a special education teacher or a speech-language pathologist, other than the child's teacher. However, for children with more severe disabilities, who require extensive special education and related services, the agency representative might be a key administrator in the agency.

2. *Who is the "agency representative" for a handicapped child who is served by a public agency other than the SEA or LEA?*

   The answer depends upon individual state law, policy or practice. It also might depend upon any one or all of the following: Who is responsible (a) for the child's education, (b) for placing the child and (c) for providing (or paying for) special education and related services to the child.

   NOTE: In the following situation, the answer is more specific: If a state agency (1) places a child in an institution, (2) is responsible under state law for the child's education, and (3) has a qualified special education staff at the institution, then a member of that staff would be the agency representative at the IEP meetings. Sometimes there is no special education staff at the institution, and the children are served by special education personnel from the LEA where the institution is located. In this situation, a member of the LEA staff would usually serve as the agency representative.

SOURCE: *DAS Information Bulletin #64*, May 23, 1980. pp. 11–12

The second individual to be included in the meeting is "the child's teacher." Sometimes, however, deciding who is the child's teacher is not simple. For example, is it the "sending teacher" or the "receiving teacher?" In the case of a mainstreamed student, is it the regular classroom teacher or the special education teacher? For a child who has never attended school, who is the teacher? Who is the teacher in a secondary school situation where the student may have several teachers? Figure 2 provides guidelines for identifying the child's teacher. It should be noted that the intent of this requirement is to involve the teacher(s) likely to be most responsible for implementing the IEP while at the same time keeping the number of participants in the meeting relatively small (i.e., four or five individuals). Those teachers who do not attend the actual meeting but who will be regularly working with the child should be involved by being in-

FIGURE 2 Who Is the Child's Teacher?

1. *For a handicapped child being considered for initial placement in special education, what teacher should attend the IEP meeting?*
   The teacher could be either a teacher qualified in the area of the suspected handicap and/or the child's regular classroom teacher. However, whenever an initial placement is being considered, one member of the team must be qualified in the suspected area of handicap under consideration.

2. *If a handicapped child is enrolled in both regular and special classes, which teacher should attend the meeting?*
   If only one teacher can attend, it should be the special education teacher. If the regular classroom teacher does not attend, he/she should receive a copy of the IEP or be briefed on its contents.

3. *If a handicapped child in high school attends several regular classes, should all of the child's regular teachers attend the IEP meeting?*
   The answer is, in general, no. Again, however, the regular classroom teachers should either be informed about the contents of the IEP as it especially relates to their work with the child or receive a copy of the IEP itself.

4. *If a child's primary handicap is a speech impairment, must the child's regular teacher attend the IEP meeting?*
   No. However, the speech therapist could serve as the child's teacher in this case.

5. *If a child is enrolled in a special education class because of a primary handicap and also receives speech-language pathology services, should both specialists attend the IEP meeting?*
   The special education teacher must attend and the speech therapist, if he or she cannot attend, should participate by providing written recommendations regarding the nature of the services to be provided.

SOURCE: *DAS Information Bulletin #64,* May 23, 1980. pp. 13–14

formed of the outcomes of the meeting and by conveying their input to the meeting in written or verbal form.

One or both of the child's parents must also be involved in the meeting. In some cases, the child's legal guardian or a parent surrogate would represent the child. In some instances, parents may elect to bring another participant to the meeting, such as a friend or neighbor, an individual familiar with the child's educational needs.

The law is somewhat vague regarding when it would be appropriate for the child to attend the IEP meeting. Unfortunately, including the child in the IEP meeting has been an infrequently observed occurrence. Current federal policy states that a handicapped child should attend the IEP meeting whenever the parent decides that it is appropriate. Prior to the IEP meeting, the school should discuss the appropriateness of the child's attendance with the parents in terms of the following criteria: (a) Will the child's attendance be helpful in developing the IEP? and (b) Will the experience be beneficial to the child? It seems reasonable to suggest that older, secondary aged handicapped students should be included in the meeting. It is clear that more child involvement at all age levels in the IEP meeting is needed.

Good educational practice suggests that there are other persons who potentially would be involved in developing an IEP for an exceptional child. Exactly who should be in the meeting would depend on the needs of the child. This may include psychologists, educational diagnosticians, school social workers, counselors, and various other specialists such as the physical or occupational therapist and vision consultant. This is not an all inclusive list, but it suggests the type of professional that may be involved in the

meeting. However, professional resources should not be misallocated by involving too many people in IEP meetings. Common sense suggests that only professional persons who have a direct part to play in the child's IEP should be involved.

PREMEETING ACTIVITIES

Two types of activities ought to occur before the IEP meeting itself: parental contacts and school staff interaction.

Parental contacts

The school must take certain steps to ensure that the child's parents have been afforded the opportunity to participate in the IEP meeting. This involves (a) notifying parents of the meeting early enough to ensure that they will have the opportunity to attend; (b) scheduling the meeting at a mutually agreed upon time and place; (c) informing the parents of the purpose, time, and location of the meeting, and who will be in attendance; (d) using other methods, such as conference telephone calls, if the parent cannot attend the meeting; and (e) arranging for an interpreter for parents who are deaf or for parents whose native language is other than English to ensure that the parent understands the proceedings at the meeting.

The timing and content of the written notice depends upon the status of the child. That is, if the child is already receiving special education services and the purpose of the IEP meeting is to review the current IEP and revise it for the coming year, the notification would involve an explanation of the purpose of the meeting and the proposed time, place, and location. On the other hand, if an initial placement in special education is involved, the notification would probably inform the parents of the results of the preplacement evaluation and the IEP meeting. Another option, however, would be to inform parents that the results of the preplacement evaluation would be discussed at the IEP meeting.

The manner by which the parents are notified is a local or state decision. Turnbull, et al. (1978) recommended four notification strategies as a supplement to the written notice: a letter, a phone call, a personal home visit, and an informal parent-school conference. Which option to employ depends on the dynamics of the individual case. The school should use the method that, in their best professional judgment, is most likely to result in full parental participation in the IEP process. The person responsible for notifying parents is a decision also left to the discretion of the state or local agency. It may be helpful to use a "case manager" approach where one individual (a teacher, psychologist, social worker, special education director, principal) is responsible for coordinating all aspects (including communicating with parents) of the IEP process in a building or a district. Regardless of the method or individual used to communicate with parents, the objective is to convey to the child's parents the school's sincere desire to have them join school personnel in a collaborative effort to decide the most appropriate educational program for their child.

In the event the parents do not respond to the school's invitation to the IEP meeting and, in fact, fail to appear at the meeting, the school must make sure that it has recorded its attempts to inform the parents of the meeting. This may be done by:

1. Detailed records of telephone calls made or attempted and the results of those calls.
2. Copies of correspondence sent to the parents and any responses received.
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Staff interaction

It is clear that decisions regarding a child's placement and program require involvement by the parents. This interaction refers to the formal decision making function. However, it does not refer to the informal staff interactions that are usually necessary prior to the IEP meeting. It is likely that the confidence of parents will be enhanced if the school staff projects an image of preparedness at the IEP meeting. For this reason, it seems reasonable to suggest that there be prior communication among the professionals involved with the child for the purpose of arriving at a rough consensus concerning the child's needs and potential program directions.

A premeeting staffing does not require the full array of professionals that may be required at the meeting the parents attend, but it should involve those staff persons who have evaluated the child or who have worked with the child and have the clinical or educational data needed to form a composite picture of the child. A premeeting staffing does not necessarily imply an-

other formal meeting to be added to the already crowded schedules of school personnel. Since in most cases probably only two or three school personnel would be involved with an individual case, the premeeting staffing could be handled whenever the opportunity presents itself: over lunch, during a teacher's free period, before or after school. The secret of success of the premeeting staffing, as with all other aspects of the IEP process, is the formal and informal communication that exists among all involved parties.

Parents should understand that the purpose of these premeeting activities is to piece together various bits of information. It is not a meeting from which any action will flow. The purpose of premeeting staffings is not to develop an IEP to be presented to the parents for their approval at the IEP meeting; the law expressly prohibits this. Rather, the purpose of premeeting staffings is to exchange information, determine whether or not all the necessary data are available for the next step, and generate recommendations regarding the child's program. In short, the premeeting staffing provides an opportunity for school personnel to organize and prepare themselves for the IEP meeting.

ROLES OF TEAM MEMBERS

The chairperson

Although the law does not require an IEP meeting chairperson, team leadership is critical to the successful development of an IEP. Coordinating and facilitating the premeeting activities, creating a productive working atmosphere during the meeting itself, and directing postmeeting tasks is best accomplished when one individual has been clearly given the responsibility of chairing the team's activities.

The identity of the team chairperson is a state or local decision, and a wide range of practices have been followed by local districts. Some districts have designated the agency representative as the chairperson. Other districts have identified the special education teacher, while others have appointed related services personnel (psychologists, social workers).

There are advantages and disadvantages to each option. For example, automatically conferring the chairperson role on the agency representative because he or she already is an administrator or supervisor may cause problems if the individual does not have an adequate grasp of the procedural or instructional aspects of the IEP. On the other hand, selecting the special education teacher to chair the meeting may represent an inequitable distribution of the workload. The special education teacher will probably have primary responsibility for implementing the IEP's instructional provisions; adding additional responsibility may diminish the teacher's effectiveness.

When all things are considered, it seems reasonable to suggest that the responsibility for chairing the team be given to the agency representative for the following reasons:

1. Assuming the agency representative is an administrator or supervisor, he or she would already possess the necessary leadership skills to chair the team.
2. The agency representative would have sufficient knowledge of the district to effectively coordinate the development and implementation of an IEP.
3. Involving an administrator or supervisor in the IEP process as both the agency representative and the team chairperson signals to the parents, and everyone else on the team, the level of the district's commitment to exceptional children.

As chairperson of the meeting, the agency representative not only should preside over the meeting, but also should assume responsibility for determining that all necessary persons are present. The chairperson should either present the assessment information and data or call upon other individuals for their presentations. It is the chairperson's responsibility to elicit recommendations for the IEP from all team members and to act as spokesperson for the local or intermediate area school district in terms of committing resources to the child's IEP. The chairperson may not be able to respond to all questions asked by the parents and should rely on the other professionals in attendance.

The chairperson should also advise parents of their rights. The method for explaining parental rights will vary from district to district. However, the chairperson should be able to present information to the parents so it can be easily understood.

The chairperson is responsible for the various housekeeping duties associated with the meeting, such as arranging for a room and seating. If the necessary arrangements are properly

made, the school is viewed by the participants in a more positive way. These items may seem trivial, but it is awkward to attend a meeting in a public place and then have to search through the building for a location in which to meet. Other duties include reproducing any data to be shared with parents, having information available regarding the community service agencies to which the school might be referring the family for other than special education or related services, and generally acting as a resource person to the family.

A primary role of the chairperson is to set a positive tone in the IEP meeting. The meeting, and subsequent dealings between the school and family, will be more beneficial to the child if a friendly and professional atmosphere is evident. If the chairperson indicates in any way that the meeting is a waste of time or an imposition on other activities, or establishes a negative tone, the parents will likely react in a similar fashion. If the school and the parents function together in a positive manner, the best interests of the child will be served. If an antagonistic mood develops between the parties, it could ultimately be a disservice to the child.

The teacher

The child's teacher performs the function of explaining to the parents the various classroom techniques that will be used to meet the annual goals and short term instructional objectives. Many of the specific objectives of the special education program will be explained to the parents by the teacher. Ideally, the teacher would elaborate at the meeting on the instructional materials, why one strategy was chosen over another, and so forth. The teacher should be responsible for responding to any questions the parents might have concerning events that occur within the classroom.

As the person most responsible for implementing the child's program, the teacher becomes the main emissary from the school system to the family. It is important that a good working relationship be developed between the teacher and the family. Since teachers play a key role with the parents, they must be prepared to fulfill their duties and responsibilities regarding the development and implementation of the IEP.

The parents

The parents' role in the development of the IEP is well defined. As equal and active participants in the IEP process, parents should

> (1) participate in the discussion about the child's special education and related services needs, and (2) join with other participants in deciding what services the agency will provide to the child. (*DAS Information Bulletin #64,* May 23, 1980, p. 18)

School personnel should remember that there are several very good reasons for including the parents as active participants in the IEP process. The information that they can bring to the meeting may enhance the team's understanding of the child. Active parental participation will usually be associated with greater parental cooperation, and parental cooperation is essential to the success of the child's program.

There are several specific functions that parents can perform in the meeting. It is the parents' role to ask searching questions of the system as to why a procedure is necessary, how it is to be done, and why that particular procedure was selected over any other possible choice. It is also the role of the parents to act as advocates for the child and, through the proper and defined channels, challenge the system if there are aspects presented within the IEP that are not desirable to them. When a challenge is made, parents must remember that to do so does not necessarily make them an adversary of the system. They are simply exercising their right to require the system to explain the procedures and to defend them.

The child

Many exceptional children may be able to benefit from participation in the development of their IEP. The child may participate by contributing to the identification of the IEP's goals and objectives. The child may also ask questions about the nature and amount of special education to be provided. In short, when the child attends the IEP meeting, he or she should be accorded all the respect and responsibilities shared by the other team members. All team members, including the child, should become active participants in the process and not be relegated to a passive spectator role.

Other professionals

Other professionals may be involved in the meeting. They should be prepared for their particular role by the person chairing the meeting and advised on how to perform their role. All professionals should be encouraged to speak in

language that parents understand rather than using professional jargon. All specialized personnel should remember that they are a part of a team contributing to the development of a program for a child and that no one discipline or activity shall supercede another. Professionals need to realize the equal status that is to be shared by parents and professionals.

THE IEP MEETING ITSELF

What actually happens at the IEP meeting? What is discussed? Who does the talking? How are decisions made? How much time is involved? There is no prescribed procedure for conducting the IEP meeting; no equivalent of Roberts' "Rules of Order."

In general, the meeting should begin with a review of the preplacement evaluation if it has not already been communicated to the parents. The discussion of the evaluation should culminate in a summary statement of the child's present levels of educational performance. In the process of discussing the results of the evaluation, the child's eligibility for special education and related services should be determined.

If the child is eligible for a special education program or a related service, the team may then be tempted to decide on an appropriate placement for the child. However, this would be an inappropriate step at this point in the IEP meeting. It is important to remember that placement is determined by the needs of the child and that the needs of the child are translated by the goals and objectives on the IEP. Thus, the determination of the placement should await the specification of the annual goals and the short term instructional objectives.

The next step, then, would be to decide the annual goals, short term objectives, and the criteria, schedules, and procedures for determining mastery of the objectives. Here the special education teacher and other service providers would discuss the educational implications of the child's present levels of performance. They should be prepared to discuss their recommendations concerning curriculum directions.

After the goals, objectives, and evaluation procedures have been agreed upon, the team should decide which particular special education and related services will be provided the child. This step also involves specifying the dates for initiating the services and the anticipated duration of the services. Also to be discussed at this time is the decision regarding the extent of time the child will participate in the regular education program.

With the IEP developed, the meeting would be drawn to a close with a discussion of further followup meetings or communications among team members, a review of each team member's responsibilities, and any other questions that may remain. It would also be appropriate to once again review with the parents their rights in the IEP process. If the meeting proceeds smoothly through this agenda, the total time required would be approximately 45 minutes to 1 hour.

IEP MEETING FACILITATORS

How well the flow of activities described in the previous section proceeds depends on the communication skills of all the participants. As Larsen and Poplin (1980) stated, "To a great extent the level and extent of communications elicited in the IEP meeting determines its ultimate success" (p. 386). It is absolutely essential that no team member—especially the parents—be commanded, told exactly what to do and how to do it, or talked down to by any other team member.

As Kroth (1978) pointed out, the skills required to be an effective team member are essentially the same skills required to be an effective teacher of exceptional children: warmth, energy, enthusiasm, caring, sensitivity, consistency. Swick, Flake-Hobson, and Raymond (1980) urged school personnel to become more responsive to parents and offered the following questions as a way for them to self evaluate their responsiveness:

1. Have I left time for parents to express their concerns?
2. Have I expressed my major points clearly and in a nonthreatening manner?
3. Have I established an environment conducive to having "productive parent-teacher exchanges" at the conference? For example, many IEP conferences may appear threatening to parents who feel outnumbered by professional persons.
4. Have I laid any groundwork with parents on ways they can better communicate during the conference? Advance workshops where parents and teachers get together to explore ways of making conferences successful can be of help to everyone.
5. Have I refined my communication skills by examining materials on this topic and/or

attending inservice sessions related to communicating effectively with parents? (p. 144)

At times, parents may complain, argue, or display other behaviors that make it difficult for the school system. However, every attempt should be made to afford the parents their true status and keep the discussion on an amicable basis and focused on the best interests of the child.

The matter of time may be an issue as well, since some parents will need more time than may have been scheduled for them. In order to positively affect the communication and develop the spirit of cooperation that is so desirable, it is important that parents be given the necessary time to develop an understanding of their child's status and placement and also to develop the beginnings of a positive future relationship with the school. Common sense indicates that time spent in the initial meeting is time well spent, since it can save a great amount of time in future debate, disagreement, and acrimony.

School personnel should continually remind themselves that the child's parents are *equal* partners with the school in the development and implementation of an IEP. As such, the parents should be treated in the same way as the school team members would want themselves to be treated. Figure 3 offers a set of guidelines for the conduct of a positive and productive IEP meeting. Following the recommendations set forth in the figure will help to ensure that the IEP meeting is, in fact, the embodiment of the principle of mutual problem solving and shared decision making.

RESULTS OF THE MEETING

The ultimate result of the meeting is that parents and professionals agree upon the IEP developed for the child. This includes the points required by

FIGURE 3 Guidelines for Conducting a Productive and Positive IEP Meeting

1. Use the parent's and child's names.
2. Help the parents feel at ease.
3. Avoid using jargon and confusing language.
4. Share the behavioral and academic strengths of the child.
5. Share the child's behavioral and academic weaknesses as determined from testing and observation.
6. Ask parents for feedback—weaknesses and strengths of the child in the home.
7. Show parents a draft of the goals that you have tentatively established. Postpone the writing of the final IEP until after the parent conference.
8. Ask parents to respond to the goals you have suggested. Then ask them for additional goals or changes they see as appropriate.
9. Have parents place the goals in their order of priority.
10. Give parents suggestions on how they can help their child at home and possibly at school.
11. Make everyone involved—especially the parents—feel at home and comfortable. Avoid conference tables; if possible, create a living room atmosphere in the school.
12. Involve everyone in the discussion. Solicit opinions and recommendations from all team members frequently.
13. Stay on-task. Extraneous discussions waste valuable time and make everyone uneasy.
14. When in doubt, ask questions. Seeking clarifications is not an admission of ignorance.
15. Ask questions that will serve to facilitate the decision making process.
16. Do not dominate the meeting by excessive talking. You may be surprised to discover that you are the only person who is listening.
17. Do not criticize or waste time trying to fix the blame for the child's current status. Remember that the purpose of the meeting is problem solving, not problem creating.
18. Be aware of social reciprocity; i.e., the way you treat others contributes greatly to how they treat you.

NOTE: The first ten recommendations were suggested by Swick, et al. (1978, p. 145).

law and any other necessary components that school districts or other education agencies have added for purposes of local policy. A copy of the IEP should be made available to the parents and a copy should be on file for the child. Further, the IEP should be made available to all other professional personnel involved in delivering the program to the child. It is important that school systems review their records policy and procedures regarding how the IEP shall be filed, which persons shall have access to it, and how the necessary copies shall be made available.

When the IEP is completed, it should be signed by the parents and all persons who participated in its development. While signatures are not required by the law, it is desirable to obtain signatures for the following reasons:

a. The use of signatures is one way to document who has been in attendance at the meeting . . . .
b. If the parents sign the IEP, this is a way to indicate that they approve the child's "program." However, if their signatures are used for this purpose, the agency must inform the parents that such approval does not take away the right to request another IEP meeting at any time they feel that a change is needed in the child's IEP . . . .
c. If the agency representative signs the IEP, the parents have a signed record of the services that the agency has agreed to provide. (*DAS Information Bulletin #64,* May 23, 1980, p. 19)

If there is disagreement concerning the IEP, it is essential that efforts be made to work out the differences and to develop an acceptable program that will benefit the child. Despite every effort to develop a solution, there may be such critical differences of opinion between the school system and the parents that third party intervention may be required. Although due process remedies are available (see Chapter 9), districts should be encouraged to *mediate* these disputes, either by themselves or by enlisting the assistance of a mediator (i.e., someone from outside the school district) competent in special education programing issues.

FOLLOWUP

The procedures discussed in this chapter detail how the IEP meeting should be conducted. The procedures assume that all necessary persons are involved, that school and family are in agreement on the IEP, and that the required paperwork is satisfactorily completed at the conclusion of the meeting.

There is one final step that remains for both the school personnel and the family. The most important step in the life of the exceptional child is the implementation of the program of services agreed upon and stated in the IEP. Although schools are aware that the IEP is not a binding contract, the school has a professional and moral obligation to implement the program to the best of its ability so that a free, appropriate public education is provided to each exceptional child.

CHAPTER 3
ASSESSING PRESENT LEVELS OF EDUCATIONAL PERFORMANCE: BASIC CONSIDERATIONS

The first major step in the development of an IEP is to assess the student's present level of educational performance. This step accomplishes two purposes. First, assessment information aids in determining a student's eligibility for special education services, often by helping to identify an area of exceptionality within which a student might fall. Second, assessment information provides the basis for developing annual goals and short term instructional objectives by identifying starting points for instruction based on the student's present level of performance.

Both purposes are equally important. In many states, the requirements for placement in special education programs are primarily determined from the results of a battery of standardized, norm referenced tests, such as an intelligence test, an achievement test, a test of perceptual-motor functioning, a developmental scale, a behavior problem checklist, and classroom observational data. Norm referenced tests assess only a relatively small sample of the skills involved in a particular area of educational performance. At best, results from norm referenced procedures provide an *estimate* of a student's present level of educational performance (Salvia & Ysseldyke, 1978).

On the other hand, if assessment information consists solely of results from criterion referenced and/or teacher-made informal inventories, chances decrease that an accurate judgment about the presence or absence of a handicap will be made. This is because norm referenced assessment procedures allow comparisons to be made between the student who is tested and others like him or her who have been tested with the same instrument; most criterion referenced assessment procedures do not allow such comparisons to be made. Norm referenced assessment instruments usually provide the necessary information to make accurate eligibility decisions, and criterion referenced assessment procedures usually provide the necessary information to make accurate instructional programing decisions (Wallace & Larsen, 1978).

The contribution of the assessment process to the development of a quality IEP cannot be stressed too strongly. The main reason for assessing children is to be able to make better decisions about the character and direction of their instructional programs (Salvia & Ysseldyke, 1978). It is a waste of time and energy if assessment information is only used to justify a placement or a diagnostic label, or if the test scores are emphasized more than other important assessment information. Without precise, reliable, and valid assessment information, it will be difficult for the team to develop a sound IEP.

ASSESSMENT GUIDELINES

Public Law 94-142 specified the testing and evaluation procedures and standards to be followed in assessing an exceptional child's present level of educational performance:

(a) Tests and other evaluation materials:
  (1) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
  (2) Have been validated for the specific purpose for which they are used; and
  (3) Are administered by trained person-

nel in conformance with the instructions provided by their producer.

(b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

(c) Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure).

(d) No single procedure is used as the sole criterion for determining an appropriate educational program for a child;

(e) The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.

(f) The child is assessed in all areas related to the health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. (*Federal Register* 121a.532, August 23, 1977)

Each of these requirements is discussed briefly below.

The assessment should be culturally and linguistically unbiased. The assessment process should provide alternative and flexible procedures to take into account any cultural experiences that affect educational performance. This means that testing and evaluation procedures must be adapted for those exceptional students who cannot successfully perform when traditional assessment materials are used.

The tests used must be validated for the specific purpose for which they are used. A test that is valid measures what its developer says it measures. Unfortunately, too many commercially available tests lack the validity necessary to be helpful in making decisions about an exceptional child's IEP (Salvia & Ysseldyke, 1978). Individuals involved in the assessment process should thoroughly familiarize themselves with the psychometric characteristics (validity, reliability, norms) of each assessment instrument they use to determine whether the test is technically adequate.

Tests must be administered by trained personnel. The results of a standardized test will be greatly distorted if the test is administered or scored in a way that differs from the directions contained in the test manual. Many tests currently in use are very complex. To administer them correctly requires careful training and supervised clinical experience.

The assessment should include tests and procedures that assess specific areas of educational need, not merely procedures that yield a single general intelligence quotient. To be of maximum use in educational decision making, the assessment should provide the following types of information: (a) a concise description of what the student can or cannot do; (b) a summary of the student's strengths and weaknesses; and (c) a description of the instructional conditions that positively or negatively influence the child's ability to learn. An assessment that only yields information relating to a student's intelligence quotient misses the mark by a wide margin. An assessment that yields instructionally relevant information, as well as meeting administrative and regulatory requirements, represents time and effort well spent.

The assessment should be sensitive to the child's handicapping condition. If a child is handicapped, care should be taken to ensure that the assessment results are not skewed by the child's impairment. In all contacts with the child during the assessment, communication should be in the mode that the child normally uses, such as sign language, braille, or oral communication.

The assessment information must come from multiple sources. For example, the assessment should provide information related to the child's behavior in school, at home, and in the community. Further, the assessment should not be restricted to only the child. It may be expanded to assess the role that the educational environment plays in affecting the child's present level of performance.

The assessment should be conducted by a multidisciplinary team. By using a multidisciplinary approach to assessment, the risk of mislabeling and inappropriate placement is reduced and the probability of collecting useful information that addresses the relevant educational needs of the child is increased. This is because individuals from a variety of backgrounds and disciplines (psychology, medicine, education, social work) can pool their knowledge and resources to view the child as a total individual.

The assessment should be individualized according to the child's presenting behavior. Public Law 94-142 does not specify (with the exception of specific learning disabilities) the types or amounts of assessment information required to certify that a child is eligible to receive services. The intent of this requirement is that assessment information should be collected on an individual child basis. Some state statutes, however, specify either the types of personnel required to certify eligibility or the outcome information required. Many states, for example, still require a psychologist's certification of eligibility. In practice, school systems often fall into a pattern of running a complete battery of tests on every child referred, regardless of whether the instrument is measuring needed information. In the process of deciding what assessment information should be collected for the development of a child's IEP, professionals should first make a tentative assessment regarding the nature of the referred problem and then decide which assessment procedures would yield the most useful information related to the unique problems of an individual child.

ADDITIONAL PROCEDURAL SAFEGUARDS

In recent years, the collection, interpretation, and dissemination of assessment information has been scrutinized carefully by the judicial and legislative systems. Several noteworthy court cases (e.g., *Diana* v. *State of California, Larry P.* v. *Riles, Mattie T.* v. *Holladay*) and major legislation (e.g., the Buckley Amendment, New York's "Truth in Testing" law, P.L. 94-142) have focused on remedying or preventing the problems assso-ciated with the assessment process such as misclassification, confidentiality, full disclosure, and due process guarantees.

There are other sections of Public Law 94-142 that are related to the assessment process. For example, there are requirements regarding how and when parents will be notified by the educational agency regarding the assessment of their child. Parents must be informed about the types of assessment data to be collected, who will collect the information, the purposes for which it will be used, the full range of procedural safeguards available to the parents, and the results of the assessment.

In addition, the school has a responsibility to conduct the assessment in the native language of the child and to report the findings in the native language of the parents. For parents who are deaf or blind, the school must communicate with the family so that the parents understand. These two requirements have implications not only

when the assessment information is collected, but also when it is reported.

The results of the assessment must also be reported in language that is understandable to all persons responsible for developing the IEP. For many school personnel, this will require some practice. Professionals must not rely on esoteric diagnostic labels or other professional jargon.

Parents must be able to participate as members of the team assessing the child's present level(s) of performance. Parents also have the right of access to all educational information collected and used in making decisions regarding their child's program. They also have the right to an explanation of how the professional recommendations were derived.

STEPS IN THE ASSESSMENT PROCESS

The key to collecting appropriate assessment information is in the organization of a team of individuals who have responsibility for managing the entire assessment process, from the time a referral is received to the eventual development of the IEP. This team has been given various titles throughout the country—Child Study Team, Evaluation and Placement Team, Special Services Team, Multidisciplinary Team. Whatever official title is used, its primary task is to coordinate the assessment process so that all the data necessary are collected efficiently.

Typically, each school building has its own team. Core members of the team include the school principal, the school's special education teacher, and a representative of the district's support services staff (e.g., psychologist, social worker). Other members vary depending on the child under consideration by the team. For example, the regular classroom teacher who referred the child is a vitally important part of the team. Individuals who are specialists in the child's suspected area of disability work with the team as required. This includes school employees and individuals from community agencies (e.g., mental health, vocational rehabilitation, family services).

The team's responsibilities can be broken into four major tasks: receiving and acting upon the referral; communicating with parents; coordinating the multidisciplinary evaluation process; and determining the child's eligibility for special education and/or related services. Each of these tasks is diagrammed in Figure 1.

Referral

The assessment process is triggered when a referral is received by the team. A referral represents a formal request for assistance. Typically, a referral is made by the child's teacher, although other concerned parties—the child's parent(s), principal, counselor, outside agencies—may also initiate a referral.

The referral is an important step in the assessment process. A precise referral saves time and energy. At a minimum, the referral should contain (a) a concise description of the problem, (b) a brief description of the student's school history, (c) information related to the child's current level of functioning in all areas (academic, social/emotional, language, motor, self help), and (d) an explanation of the relative effectiveness of techniques tried in the past to address the problem identified in the referral.

When the referral is received by the team, it is the team's responsibility to determine whether or not all the necessary information has been provided. If there are questions regarding the referral at this point, the team should seek clarification.

Parent communications

Before the formal assessment process can begin, the team must notify the child's parents of their plans and obtain their consent. According to Public Law 94-142, the team must provide the following information to parents with respect to the preplacement evaluation.

(1) A full explanation of all the procedural safeguards available to parents.
(2) A description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected.
(3) A description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal or refusal; and
(4) A description of any other factors which are relevant to other agency's proposal or refusal. (*Federal Register* 121a.505, August 23, 1977)

According to the law, the notice must be "written in language understandable to the general public" and "provided in the native language of the

FIGURE 1 Steps in the Assessment Process

1. The referral for assessment is completed and submitted by school personnel, the child's parents, or other public agencies. The referral is received by the school's evaluation team coordinator (e.g., school principal, special education teacher, psychologist).
2. Written parental permission to evaluate the child is obtained *before* the assessment actually begins. If there is disagreement regarding the need to assess the child, then either the school or the parents may initiate a due process hearing.
3. When parental permission is received, the school team carefully reviews the referral, makes assignments to the appropriate individuals, and schedules the assessment.
4. Assessment information is collected and organized by school personnel.
5. A meeting between the parents and school personnel is scheduled to discuss the results of the evaluation and to determine whether or not the child is eligible for special education.

   OR

   A meeting between school personnel, the parents, and the child (if appropriate) is scheduled to discuss the assessment results and eligibility and, if the child is eligible for special education, to develop an IEP.
6. The first step in developing the actual IEP is to summarize the child's present levels of educational performance.

parent or other mode of communication used by the parent, unless it is clearly not feasible to do so" (*Federal Register* 121a.505, August 23, 1977). When parents give their consent to the school's request for a preplacement evaluation of their child, they are saying that they have been fully informed of the procedure relevant to the assessment, that they understand the nature and purpose of the activity, and that they voluntarily grant their consent (although it may be revoked at any time for any reason).

It is important to add that the parent's role in the assessment process should not be limited to giving consent. Parents have much to contribute to the comprehensive assessment and should be recognized by school personnel as active, contributing members of the assessment team. They can provide information concerning the child's developmental history, medical information, likes and dislikes, and out-of-school behavior. They can also assist in the collection of data by responding to checklists, interviews, or questionnaires or by actually collecting observational data in the home. Not involving the parents in the assessment process ignores a valuable source of information.

Multidisciplinary evaluation

After the team receives written parental consent for the preplacement evaluation, specific assessment needs and the individuals responsible for collecting the information should be identified. This is a critical step in the IEP process. The team should make sure that the assessment data collected will enable the team to determine whether or not the child meets the specific eligibility requirements established by state and local policies. In addition, the assessment data should be collected as soon as it is feasible to do so. Current federal regulations require that the evaluation be completed within 30 days following parental consent.

In summarizing the results of the assessment, each member of the multidisciplinary team should take special care to report his or her findings in a manner that facilitates the task of determining eligibility. How the data are summarized is a state or local decision. In some areas, a formal written report may be required while in other places the summary may be an informal outline of assessment results. Whatever method is employed, the summary should include (a) a statement of whether or not the child has specific needs requiring special education; (b) the basis for making the determination; (c) the relevant behavior noted during observation of the child in the regular classroom setting; (d) the relationship of the observed behavior to the child's educational functioning; and (e) if appropriate, the educationally relevant medical findings.

Determining eligibility

Once all the assessment information has been collected, summarized, and reported, the team meets to determine whether or not the child is eligible for special education services. The main question to be answered is: Does the student meet the eligibility criteria established by the local and/or state education agency? In many cases, the assessment data will clearly indicate the presence or absence of a handicapping condition. In some cases, however, the decision will not be easy and the team will need to carefully examine and fully discuss the assessment results. For this reason, it is extremely important that all individuals involved in the assessment process attend the meeting so that their firsthand impressions can be shared with other members of the team.

It should be noted that it is not always necessary to hold a separate eligibility staffing. According to the Office of Special Education, some schools combine the two steps—the eligibility determination and IEP development and placement—into one meeting. Regardless of the option chosen, the parents must be participants in the determination of eligibility.

DETERMINING WHAT TO ASSESS

In most states, the question of what areas of performance should be assessed is answered in the state's rules and regulations for special education programs. Typically, the directions are spelled out in a section entitled "classification guidelines" (i.e., determining eligibility for special education services). For example, the classification guidelines for a hearing impaired child may state that the assessment must include the following data: (a) an audiological evaluation, (b) a psychological evaluation, (c) a language evaluation, (d) a speech evaluation, (e) an academic assessment, (f) an evaluation of social and emotional development, and (g) a psychomotor assessment. Table 1 provides a summary of assessment targets typically required for classifying various types of exceptional children. The reader will note how similar many of the requirements are across all areas of exceptionality. That is one reason why it is so important for the evaluation team to consider each referral for assessment on a case-by-case basis in order to obtain a comprehensive and relevant individualized assessment.

TABLE 1
Classification Guidelines by Category of Exceptionality

Exceptionality	*Assessment data should be collected in the following areas:*
Mentally retarded	Intellectual functioning, adaptive behavior, academic achievement, medical/developmental background, language
Hard of hearing/deaf	Audiological, intellectual, language, speech, academic achievement, social/emotional, psychomotor
Speech impaired	Audiological, articulation, fluency, voice, language, academic achievement, social/emotional
Visually handicapped	Ophthalmological, academic achievement, intellectual, social/emotional
Seriously emotionally disturbed	Intellectual, social/emotional, adaptive behavior, academic achievement, medical/developmental background
Orthopedically impaired and other health impaired	Medical, motor, adaptive behavior, intellectual, academic achievement, social/emotional
Deaf-blind	Audiological, ophthamological, language, medical, adaptive behavior
Multiply handicapped	Medical, intellectual, motor, adaptive behavior, social/emotional, academic achievement, language, speech, audiological and ophthalmological (if appropriate)
Specific learning disabilities	Intellectual, academic achievement, language, social/emotional, classroom behavior
Gifted	Intellectual, academic achievement, social/emotional, creativity

DECIDING WHAT TESTS AND PROCEDURES TO USE

It is also a common practice for a state or local district to recommend assessment instruments or procedures that may be used in a certain area of performance. For example, the following tests might be recommended to assess intellectual functioning: *Stanford Binet, WISC-R, Woodcock-Johnson Psychoeducational Battery,* or the *McCarthy Scales of Children's Abilities*. These lists are often very useful resources in directing school personnel to an appropriate test. However, a caveat is in order: The test or assessment instrument selected should possess the necessary technical adequacy (i.e., reliability, validity, norms) to be used confidently in the determination of eligibility and/or the development of the IEP. If there is doubt about a particular test, a reputable reference such as Burros' *Mental Measurements Yearbook* should be consulted.

Unfortunately, there are too many tests used in schools today that do not meet minimum criteria for technical adequacy. In fact, a list of technically adequate tests that may be used to assess intellectual functioning, academic achievement, perceptual-motor processes, or social/emotional development would be very short! Thus, being aware of the merits of the tests and instruments used to assess exceptional children is an important factor in the collection of a comprehensive educational evaluation.

SUMMARIZING PRESENT LEVELS OF PERFORMANCE

One of the first tasks of the individuals who meet to develop the IEP is to summarize the student's present levels of educational performance. This summary statement forms the basis of the student's IEP; therefore, special care should be taken to develop educationally relevant statements.

In summarizing a student's present level of educational performance, the team

- Should specifically describe the student's performance; i.e., how well the student can perform certain tasks in terms of rate and accuracy. For example:
  "Reads c-v-c words, 38 C/0 errors per minute"
  "Computes single-digit problems, 19 C/0 errors per minute."
- Should list specific skills the child has acquired or has yet to acquire. For example:
  "Can add 2 place problems (no carrying)"
  "Cannot count by 2's, 5's, or 10's;" "Is on-task 32% of the time."
- Should list the child's strengths as well as weaknesses. For example:
  "Enjoys art activities, which he can do quite well"; or "Participates appropriately in classroom discussions."
- Should not include labels or other idiomatic jargon in describing the child. For example:
  "Is hyperactive"; "Borderline range of intelligence"; "Brain-damaged"; "Passive-aggressive personality disorder"; "Mentally retarded."

Current federal policy recommends several other considerations to be taken into account when summarizing a student's present levels of education performance:

> (1) The statement should accurately describe the effect of the child's handicap and his/her performance in any area of education that is affected.
> (2) The statement should be presented in terms of objective measurable observations to the extent possible .... Test scores that were judged pertinent to the child's diagnosis might be included, where appropriate. However, the scores should be self-explanatory.
> (3) There should be a direct relationship between the present levels of educational performance and the other components of the IEP. (*DAS Information Bulletin #64,* May 23, 1980, pp. 20–21)

The most difficult roadblock to following these recommendations relates to the small space provided on most IEP forms for the statement of present levels of educational performance. The temptation to list only test scores and vague descriptions of performance is great. If this step in the IEP development process is characterized by imprecision or expediency, however, the rest of the IEP will tend to lack the desired level of specificity. Therefore, schools should consider expanding this section of the IEP form so that the task of summarizing the student's present level of educational performance can be done completely and precisely.

ASSESSMENT AS A CONTINUOUS PROCESS

Assessment information forms the basis for determining a child's eligibility for special education services and for developing the IEP's annual goals and short term instructional objectives. However it should be emphasized that assessment of the child does not stop with the development of the IEP. From the moment the child enters the special education program, the teacher should be prepared to collect assessment data on the child's performance continuously—not by administering formal tests, but by carefully observing and recording the child's reactions to the instructional interventions provided by the teacher. By viewing assessment as a continuous process, the teacher will be in a better position to refine the instructional methods employed and the child's chances of progressing toward achievement of the IEP's goals and objectives will be significantly increased.

CHAPTER 4
DEVELOPING ANNUAL GOALS, SHORT TERM INSTRUCTIONAL OBJECTIVES, AND PROCEDURES FOR EVALUATING PROGRESS

The statement of the annual goals and short term instructional objectives is one of the most important parts of each exceptional student's IEP. This chapter will discuss the process of writing annual goals and short term instructional objectives. Examples of recommended approaches are included.

RATIONALE FOR GOALS AND OBJECTIVES

There have been more than a few educators who have resisted the idea that what they were teaching needed to be written in terms of goals and objectives. "We don't need to write goals and objectives—they're in our head," or "Instructional goals and objectives inhibit incidental learning and stifle creativity and spontaneity" are comments that have been and continue to be heard. These arguments fail to recognize the fact that without written goals and objectives instruction tends to be poorly formulated, disorganized, impossible to evaluate objectively, and simply not as effective in terms of student learning. This is not hearsay evidence, but is based on years of research with nonhandicapped and handicapped learners (see for example, Gage & Berliner, 1975; Lovitt, 1977; Popham, 1974).

Since Public Law 94-142 mandates the development of annual goals and short term instructional objectives as part of each exceptional student's IEP, it would be useful to review the underlying reasons for this requirement in terms of potential benefits to the teacher, the child's parents, and the exceptional child.

Written goals and objectives focus teacher planning. Mager (1962) said, "If we don't know where we're going, we might end up someplace else." As subsequent experience has demonstrated, without goals and objectives instruction often tends to be poorly directed. On the other hand, when goals and objectives are specified the teacher will know exactly what skills need to be learned and, as a consequence, will be better able to plan instruction that is specifically geared to the individual student's needs. It should be emphasized that the task of teaching the child will be accomplished more efficiently and effectively in the long run through the use of written goals and objectives. Each learning activity can be planned to relate directly to a specific skill. Thus, learning becomes intentional rather than accidental (Wheeler & Fox, 1972).

Written goals and objectives provide accountability. Although the IEP is not a "performance contract," the school is not relieved from the obligation of making good faith efforts to assist the child in achieving the goals and objectives listed in the IEP. Thus, goals and objectives may be used by administrators, parents, and other teachers working with the child to determine whether or not the desired outcomes are being achieved. If it is determined that insufficient or unsatisfactory progress is being made, the team should examine all possible contributing factors and make appropriate adjustments in the instructional program.

Written goals and objectives can motivate students. When students are told ahead of time what is required and why they will be taught certain skills, they may be encouraged to try harder. In fact, there is some evidence suggesting that students who participate in joint goal and objective setting achieve more, perhaps because they

perceive the interest and concern of their teachers and parents, who have worked together with the students to plan their program (Sulzer-Azaroff & Mayer, 1977). Also, after each skill is learned, students can more readily see their progress. Success builds upon success and positive feelings increase.

Written goals and objectives facilitate teacher-parent communication. When the home and the school plan together, all involved benefit. When teachers formally and periodically share with parents what their children have learned, the reinforcement provided the children is increased. The support of parents for the school grows as well, yielding greater cooperation.

Written goals and objectives allow for the evaluation of the appropriateness of the placement and services provided in the IEP. One of the purposes of the IEP requirement is to ensure that each handicapped child is provided special education and related services appropriate to his or her unique learning needs. Of all the components of the IEP, the written goals and objectives most directly identify those needs. Thus, program reviewers can more readily protect exceptional children and their parents by examining whether the resources committed to the child can reasonably be expected to accomplish the goals and objectives.

DIFFERENCES BETWEEN GOALS AND OBJECTIVES

Confusion sometimes occurs over the distinction between annual goals, short term instructional objectives, and instructional plans. The distinction becomes clearer when it is remembered that annual goals are broad, general statements of anticipated outcomes the student will be expected to achieve in a single year. Annual goals, in general, do not require a statement of the criteria for determining mastery. Thus, "can add single digit addition facts," "can say consonant sounds," "can dress self," "can follow classroom rules" would all be appropriate annual goal statements.

Short term instructional objectives are "measurable, intermediate steps between a child's present levels of educational performance and the annual goals that are established for the child" (*DAS Information Bulletin #64,* May 23, 1980, p. 22). Regardless of whether the IEP is written with "benchmark" short term objectives or a detailed sequence of short term objectives, more specificity is required of the objectives than of the annual goals.

An instructional plan deals more with specific objectives that are to be accomplished on a daily, weekly, or monthly basis. Instructional plans usually include details not required in an IEP (e.g., methods, materials, reinforcement procedures). Instructional plans are discussed more fully in Chapter 6.

The relationship among the annual goals, the short term instructional objectives, and instructional plans is illustrated in Tables 1 and 2. There is a direct and important relationship among the goals, objectives, and instructional plan. Furthermore, the targets identified are directly linked to the present levels of educational performance (Table 2).

GUIDELINES FOR SELECTING GOALS

Annual goals are the beginning point at which the exceptional student's educational needs are identified and from which more specific short term instructional objectives are derived. At this stage in the IEP process, the team attempts to answer two questions: What should we try to work on and achieve this year? and What are the most important skills this child needs to learn?

Several guidelines should be considered by the team in selecting the annual goals:

- The annual goals should be based on the child's current needs as pinpointed by the educational assessment and summarized in the statement of present levels of educational performance. To reiterate, it is impossible to develop a realistic IEP—one that does not overstate or understate anticipated accomplishments—without precise and relevant assessment data.
- The student's age and the amount of time left in school are constraints that the team needs to consider before selecting goals. The goals for an 18 year old tenth grade mildly retarded student who cannot read will be quite different from those for a second grade mildly retarded student who cannot read. If it is known that the tenth grader has received reading instruction during previous school years and made little progress, the team will want to try to set annual goals that will prepare the student for

TABLE 1
Relationship Among Annual Goals, Short Term Instructional Objectives, and the Instructional Plan

Annual goals	*Short term instructional objectives*	*Instructional plan*
Broad, general statements of anticipated outcomes	Measurable intermediate steps between child's present level of educational performance and the annual goals established	More detailed than IEP; contains specific implementation objectives (daily or weekly objectives)
Serve as basis for the development of short term instructional objectives	Developed based on a logical breakdown of annual goals	May include listing of materials, strategies, techniques to be used in accomplished objectives
Required as part of IEP	Serve as milestones for indicating progress toward goals	Not required from a federal compliance standpoint
	Used to describe what student is expected to accomplish in a given period of time	
	Used as a "benchmark" to determine the extent to which the student is progressing	
	Projected on a quarterly basis	
	Serves as the basis for developing a detailed instructional plan	
	Required as part of IEP	

adult life. The kind of decisions made for this tenth grader must not limit his education, but rather broaden its scope to meet the student's needs. Vocational skills, job hunting techniques, budgeting, consumer education, and leisure skills, for example, may be more appropriate instructional priorities than reading.

- Another constraint to be considered during the planning process is the amount of time the student will spend in the special education program. As the IEP is developed, placement needs become apparent. There must be a correspondence between the number and levels of the annual goals set and the amount of time available for instruction.
- The team should remember that annual goals are simply a "best estimate" of what the exceptional child will be able to achieve within 1 year. The team must realize that the goals should not limit the student's growth; if the stated goals are accomplished sooner than anticipated, the team can set additional goals.

It is often helpful to have a list of curricular areas on hand as a reference when setting annual goals. Such a list will enable the team to zero in on specific goals and ensure that nothing relevant is omitted from the IEP. The following is a partial list of several curricular areas that might be available to the team.

Reading Skills
- readiness
- comprehension
- vocabulary
- word attack

Prevocational-Vocational Skills
- job readiness
- work experience

Language Arts Skills
- writing
- spelling
- grammar
- speech

Arithmetic Skills
- numeration
- computation
- application
- measurement
- time
- problem solving

Social Skills
- social acceptance
- responsibility
- self control
- self concept
- interpersonal behaviors
- self help skills

TABLE 2
Relationship Between Annual Goals, Short Term Instructional Objectives, and Instructional Plans

Present levels of educational performance statement

Annual goal	*Annual goal*	*Annual goal*	*Annual goal*
1. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~	1. Short Term Objective Instructional Plan ~~~~~~~~~ ~~~~~~~~~ ~~~~~~~~~	1. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~	1. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~
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3. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~		3. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~	3. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~
			4. Short Term Objective Instructional Plan ~~~~~~~ ~~~~~~~ ~~~~~~~

A list of curriculum areas such as this one provides a structure for translating the child's present level of performance into annual goal statements.

In determining the annual goals, the team should also be careful to avoid some potential problems such as selecting annual goals that

- Are too specific. For example:

  Blend three or more letters at one response per second with no errors. Sit quietly for 3 minutes when requested by the teacher 100% of the time.

These "goals" are, in fact, instructional objectives. They are not broad, general statements of anticipated accomplishments.

- Are too narrow. For example:
  Read the "schwa" sound.
  Can put on shoes.

In the first example, it is probably reasonable to conclude that the student needs improvement in other word attack skills—not just the "schwa" sound. Therefore, a more appropriate goal may be: "Improve word attack skills" (the specific skills may be listed in parentheses). In the second example, "putting on shoes" may be part of the general goal of "can dress self." In both examples, the question of whether a year-long effort is required to attain these narrowly stated goals should be considered.

- Are bound by instructional programs. For example:
  Can perform all the activities in the perceptual-motor manual.
  Complete DISTAR Math I.

These types of goals, as stated, limit the flexibility of the implementor as the specific instructional program is planned to meet the annual goals. Other techniques, materials, or commercial programs may be needed to teach the student math or perceptual-motor skills. It would be better to focus on broad skill areas themselves and then, in the instructional plan, consider the techniques and materials to be employed.

- Are too broad. For example:
  Be a good student.
  Improve math skills.

There are countless skills that need to be acquired before a student can be called a "good student." Is it academic proficiency? Task completion? Peer relationship? Obeying rules? The same may be said of math skills. Is the student expected to learn 1 + 1 = 2 through trigonometry? Although goal statements should be broad and general, there is a point at which the breadth and generality make the writing of short term instructional objectives extremely difficult.

- Are written from the implementor's point of view. For example:
  Provide a behavior modification program.
  Provide experiences at which the student can be successful.

These "goals" do not state what the *child* will be expected to do or learn. Instead, they describe the implementor's instructional strategies. This problem may be solved by asking, "Why do we want to 'provide a behavior modification program'?" The answer, "to increase on-task behavior," for example, becomes the more appropriately stated annual goal statement.

- Contain grade level equivalents. For example:
  Read at the 3rd grade level.
  Increase arithmetic ability by 1.5 grade levels.

While the use of global measures of achievement such as grade level equivalents makes precise planning difficult, the basic problem with goals containing grade levels is the disappointment that may result if the score specified in the goal is not achieved by the end of the school year. The disappointment may be felt by the teacher, the parents, and the student. Pre/post gains in achievement test scores are sometimes difficult to achieve with exceptional students. Additionally, some standardized tests have a tendency to either "overscore" or "underscore" in certain areas. Coupled with this is the danger that the teacher may "teach to the test" instead of planning instruction the student really needs. It should be remembered that: (a) standardized test scores are not infallible, due to reliability and validity problems; (b) all test scores contain a built in measurement error; and (c) a battery of standardized achievement tests does not provide a total picture of the child's present levels of educational performance (Smith & Neisworth, 1975).

Examples of appropriately stated annual goals are shown in Table 3. In each of the examples, it should be noted that the annual goals correspond directly to the child's present level of functioning. Thus, the annual goals are built upon the present levels of performance as a house is built upon a foundation.

SHORT TERM INSTRUCTIONAL OBJECTIVES

After the annual goals have been decided, the next step is for the team to identify the short term instructional objectives for each annual goal. The short term instructional objectives identify the intermediate steps between where the child currently is functioning and where the team has projected the child to be functioning at the end of the year. The short term instructional objectives should serve as "benchmarks" in determining the extent to which the student is progressing toward the annual goals. Again, short term instructional objectives are not intended to be detailed lesson-by-lesson or day-by-day objectives.

The objectives should be listed in sequence starting with the present level of performance and leading to the level of achievement indicated by the annual goal. *Short term* refers to several periods of time during the school year, although the number of short term instructional objectives is not specified by the law and is, therefore, left to the discretion of the team to decide. It is recommended that at least quarterly short term instructional objectives be established for each annual goal statement (i.e., three to four objectives per goal). A quarterly requirement often co-

TABLE 3
Examples of Annual Goals

Example A

Present levels of educational performance	*Annual goals*
Can say all consonant sounds, long and short vowel sounds; reads regular words from flashcards at a rate of 18 words/minute; uses 2- and 3-word phrases when communicating with others/does not speak in complete sentences; does not write his name; slow rate of computing single-digit addition and subtraction facts; on task 35% of the time during independent work periods; hits, trips, and makes fun of other classmates (approximately 10 times/day).	1. Increase oral reading rate and accuracy of regular and irregular words and sentences. 2. Speak in complete sentences. 3. Compute 1- and 2-digit addition and subtraction facts (carrying and borrowing) with speed and accuracy. 4. Display appropriate on-task behavior during independent work periods. 5. Play and work appropriately without disrupting or interfering with peers.

Example B

Present levels of educational performance	*Annual goals*
Learns rapidly without much rote drill and practice; reads books that are 2 to 3 years in advance of her class; asks many questions/is interested in a wide range of subjects, but especially science; completes assignments independently while displaying a creative approach to solving problems; is polite and courteous with adults, initiates few conversations with peers/does not play with classmates during free time or recess activities.	1. Participate appropriately with peers in group activities. 2. Design, coordinate and implement an outside independent project with designated classmates.

incides with the reporting periods of many school districts.

In writing short term instructional objectives, the key is to make them specific, observable, and measurable. For example, behaviors such as "compute," "kick," "say," "check," and "point," are observable and measurable; on the other hand, "know," "understand," and "appreciate" are examples of behaviors that are not observable or measurable. Writing objectives that are specific, observable, and measurable is not always an easy task. Table 4 presents some examples of objectives that are flawed.

AN EXAMPLE

Suppose an annual goal was that the student would "improve word attack skills." This student's present level of educational performance indicates that the student has mastered the following reading skills: says consonant and vowel sounds; says c-v-c words, but with high errors and a low reading rate. The short term instructional objectives, stated on a quarterly basis, would be:

1. Given a worksheet, the student will say c-v-c words (all short vowel sounds) at a rate of 40 correct per minute with fewer than 2 errors for 3 consecutive days.
2. Given a worksheet, the student will say consonant blends and digraphs at a rate of 40 correct per minute with fewer than 2 errors for 3 consecutive days.
3. Given a worksheet, the student will say cc-v-c words (with short vowel sounds) at a rate of 40 correct per minute with fewer than 3 errors for 3 consecutive days.
4. The student will orally read paragraphs selected by his teacher from his basal reading book with 90% accuracy at a rate of 60 correct per minute with fewer than 2 errors for 3 consecutive days.

In this example, the short term instructional objectives represent the team's best estimate of satisfactory progress through the year. The first objective represents the anticipated achievement for the first quarter of the year (i.e., 9 weeks); the second objective delineates where the team expects the student to be functioning at the end of the second quarter; and so on. In addition, objectives written in this way allow the teacher to break the sequence into smaller steps by developing a more detailed instructional plan (see Chapter 7).

TABLE 4
Flawed Objectives

Objective	*Flaw*
1. The student will say the sounds /f/, /d/, /m/, /g/ at a rate of 60 per minute with 0 errors for 2 consecutive days.	1. What is the stimulus for saying the sounds? From memory, a book, flashcards?
2. The student will sit at his desk with 65% accuracy for 4 days.	2. An inappropriate criterion has been selected. Duration or percent of time engaged in the desired behavior (i.e., desk sitting) would be more appropriate criteria.
3. The student will identify multiplication fact answers (factors 0–9) at a rate of 50 per minute with 0 errors for 3 consecutive days.	3. How will the student "identify" the correct answers?
4. The student will write answers to multiplication facts (factors 0–9) on a probe sheet at a rate of 50 per minute with 0 errors.	4. This objective implies that the first time the student's performance matches the objective's criteria the skill has been mastered. Once is not enough; skill acquisition should be demonstrated and maintained over several spaced trials.
5. The student will increase his sense of responsibility for his school work by 50%.	5. What is the yardstick by which "sense of responsibility" can be assessed? In fact, just what is "sense of responsibility?"

SOURCES OF GOALS AND OBJECTIVES

Specifying the short term instructional objectives is not only one of the most important tasks, it may also be one of the most time consuming tasks. However, objectives do not always have to be written from "scratch." Objectives may be obtained from a variety of sources. For example, a curriculum guide is one of the best tools to use when selecting objectives. Most curriculum guides contain a scope and sequence chart listing the skills (i.e., objectives) in the particular curriculum area (see Appendix B).

A well developed and carefully task analyzed sequence of skills provides a roadmap that allows the team to know what and, in many cases, when to teach a student a particular skill. Many commercially prepared instructional programs are now available that routinely include elaborate scope and sequence charts or task hierarchies, making it easier for the teacher to teach from an objective-based approach. The major advantage of a predeveloped sequence is that the team, after a careful assessment of the student's present level of functioning, can assign the student to the appropriate place in the skill sequence. However, in using a predeveloped sequence of objectives—whether locally developed curriculum guides or skills checklists from a commercially produced program—the key is to adjust or modify the objectives to meet the needs of the individual student. Much time can be saved when the team can *select* an objective instead of *writing* a new objective from scratch.

DETERMINING EVALUATION PROCEDURES AND SCHEDULES

The law also requires that "appropriate objective criteria and evaluation procedures and schedules" be included in the IEP. This is a very important requirement for determining whether or not the objectives have been achieved.

It is suggested that the objective criteria and evaluation procedures be closely linked to the short term instructional objectives on the IEP form in a clearly recognizable way. Table 5 presents a sample IEP form that conforms to all of the mandated IEP requirements. The advantage of this type of form over a form that may only have one or two columns labeled "short term instructional objectives" is that if a column is blank the team will quickly realize that they have neglected to attend to all of the required contents of the IEP.

One other point should be mentioned about the two examples in Table 5. The criteria statements indicate *how well* the student must perform the desired behavior (30 correct with no errors per minute) and *how many times* the student must perform the desired behavior (5 consecutive trials). Too often criteria statements identify the accuracy criteria but neglect performance stability (i.e., maintenance of the behavior over time). In most cases, once is not enough!

COMMONLY ASKED QUESTIONS

1. *How many goals and objectives should be written?* Obviously, the correct answer to this

TABLE 5
Short Term Instructional Objectives*

Evaluation procedures	*Behavior*	*Criteria*	*Evaluation schedule*	*Date objective mastered*
Given 50 one-digit subtraction problems	Writes the answer	30 correct with no errors per minute over 5 consecutive trials	Daily	
Given 25 three-digit addition problems	Writes the answer	10 correct with no errors per minute over 5 consecutive trials	Daily	

* NOTE: The examples are not intended to be illustrative of a *sequence* of short term instructional objectives in one goal area.

question is to write as many goals and objectives as are necessary to meet the needs of the child. It seems reasonable to suggest, however, that a severely multiply handicapped child ought to have more goals and objectives than a mildly handicapped child because of the severity of the problem. Also, the number of goals selected should be realistic in terms of the time available to work with the child. For example, there would be less time available for a child placed in a resource room for an hour a day than there would be for the child placed full time in a self contained setting.

2. *When must objectives be written—before placement or after placement?* The objectives are developed by the team at the meeting to develop the IEP, and therefore must be written before placement.
3. *How are objectives written in the context of a team meeting? Wouldn't it be better to let the teacher write the objectives by working alone without distractions?* It is difficult to develop the short term instructional objectives during the team meeting, especially if insufficient or imprecise assessment data are available and/or if the team does not have at its disposal a source of objectives geared to the school's curriculum. However, listing "benchmark" objectives for each annual goal may make it easier for those developing the IEP to complete this task in one sitting. It would also be appropriate for the school staff to come prepared to the IEP meeting by having carefully reviewed the assessment data and by considering recommendations for goals and short term instructional objectives. However, it would be inappropriate for the school to present a completed IEP to parents for their approval.
4. *How are objectives written in areas in which curriculum guides are not available?* Probably the curriculum area to which this question is most relevant concerns the social/emotional domain. It is tempting to overlook social and behavioral objectives for the IEP because the sometimes subjective nature of the decisions that are involved makes this task difficult. Stating exactly how the child should act in a year's time is hard enough; sequencing the steps that will take the child there is a real challenge. Suppose, for example, a timid child never volunteers in class, avoids eye contact when talking to adults, and usually plays alone during recess. What will be the desired behavior at the end of the year? How often should the child raise his or her hand in class? How long must eye contact last? With how many children should the child play and for how long?

   Since published sequences are difficult to locate for social/emotional goals, the most practical way to determine short term objectives is to list successive approximations toward the goal. For example, a child interacts with one other person, then with a small group, and finally before the entire class; or the desired social behavior (e.g., on-task behavior) is increased by 10 percent, then 20 percent, 50 percent, and so on of its original frequency or duration. The judgments involved in planning and assessing progress of social/emotional goals will be easier to make if they are viewed as the planning group's *best estimate* rather than as the answer. See Appendix C for a sample of annual goals and short term objectives in the social/emotional area.
5. *Can short term instructional objectives be changed without holding another IEP meeting?* In some cases, it might be possible to make a change in the short term instructional objectives without holding another IEP meeting, if the parents are involved in the decision. This procedure can only be used under the following conditions:
   a. No change can be made in any other part of the child's IEP (e.g., annual goals and the kind and amount of services).
   b. Prior written notice must be given. The notice must include a statement indicating that the agency will hold an IEP meeting to discuss the proposed change, if the parents request it. (Through the prior notice provision, parents have the opportunity to accept or reject the proposed change before it is carried out. If they reject it, they would contact the agency and request another meeting.) . . . Since the IEP is not an instructional plan with detailed objectives . . . the need to make changes in the IEP objectives should not be a common, routine occurrence. If significant changes in the objectives are necessary (i.e., replacing all of the objectives under a particular goal), this would usually require another IEP meeting, and might mean that the child would need to be reevaluated . . .. In addition to meeting the written notice re-

quirement, it is recommended that the teacher either call or meet with the parents to discuss the proposed change. If the parents and teacher do meet together, the written notice could be given to the parents at the meeting. (*DAS Information Bulletin #64*, May 23, 1980, p. 24)

WHAT'S NEXT?

Once the annual goals and short term instructional objectives have been specified, the next step in the development of the IEP is to begin arranging the appropriate special education and related services required to implement the IEP and to support the process of moving from the present levels of performance toward successful attainment of the goals and objectives. With a clear understanding of where the child is now and where it is hoped the child will be in a year, assigning the resources to implement the IEP is the next important task.

CHAPTER 5
ISSUES IN THE SELECTION OF SPECIAL EDUCATION AND RELATED SERVICES

Public Law 94-142 requires that each IEP contain a statement of the specific special education and related services to be provided to the child. It also requires a statement regarding the extent to which the child will be able to participate in regular educational programs. This chapter will present recommendations for schools and parents to consider when determining the services to be provided.

First, there are four important points that should be considered before discussing specific recommendations related to the determination and provision of services.

1. *The specific nature of the special education and related services should be decided only after the child's present levels of performance, annual goals, and short term instructional objectives have been determined.* Schools have historically made recommendations for services on the basis of the type of exceptionality exhibited by the child. That is, if a child was classified educable mentally retarded, he or she would have been more or less automatically placed in a self contained program for EMR students. Now that the IEP provision of P.L. 94-142 is in effect, the decision regarding the type of special education program to be received by an exceptional child must be based on the child's unique needs, which are expressed by the IEP's goals and objectives. Thus, the determination of the specific special education services the child is to be provided must *follow* the development of the IEP's goals and objectives.
2. *The placement decision and the decision concerning the type of special education and related services to be provided are essentially the same.* In discussing "placement procedures," P.L. 94-142's regulations state that once the determination is made that a child is handicapped (i.e., eligible and needs special education services), an IEP must be developed. The regulations further state that the placement must be based on an IEP that outlines the child's needs and the goals and objectives to be achieved. However, it should be stressed that "being placed" is not the same as having an IEP.
3. *The special education and related services needed by the child and agreed upon by the IEP team must be listed in the IEP without regard to the current availability of those services in the local agency.* While this provision of the law is central to the overall success of the IEP, it is also one of the more controversial aspects of P.L. 94-142. The law is clear, however, in stating that a continuum of alternative placements must be available to meet the needs of exceptional children. Thus, if the IEP team decides that a certain array of services is necessary, the education agency must be prepared to commit the human and fiscal resources required, even if that means contracting with another agency for those services.
4. *The law does not offer specific guidelines for determining the appropriateness of the placement decision.* In other words, there is no easy reference chart listing child needs on one side and appropriate placements matched to particular types of needs on the other side. The decision regarding the services to be provided is a team decision and that decision

is appropriate (a) when the entire IEP team agrees that the identified services are those that are best suited to meeting the needs of the child and (b) when the decision is in compliance with other requirements of Public Law 94-142 (e.g., placement in the least restrictive environment). According to federal regulations, the overriding rule for making placement decisions is that the decisions must be made on an *individual basis* based on the *unique needs* of each individual child.

GUIDELINES FOR SELECTING SPECIAL EDUCATION SERVICES

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child. Special education includes classroom instruction, physical education, home instruction, instruction in hospitals and institutions, and vocational education. A variety of alternative placement options ought to be available to assist in meeting the needs of exceptional children. According to the law, a full range of placement options includes instruction in regular classes, special classes, special schools, home instruction, instruction in hospitals and institutions, and instruction in resource rooms or itinerant settings as a supplement to regular class placement.

Another critical issue related to the selection of special education services is that the handicapped children are to be educated with children who are not handicapped to the maximum extent appropriate. Furthermore, the law states that

> Special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (*Federal Register* 121a.550a, August 23, 1977)

Thus, some of the alternative placement options just mentioned are more desirable than others. The regular class setting is the most desirable placement option for exceptional students since it affords maximum opportunity for contact with nonhandicapped students. Next, in order from most desirable to least desirable, are the resource room, followed by the special self contained class, the special school, and the residential institution (Birch, 1976).

This requirement is also known as the concept of *least restrictive environment*. The idea underlying the least restrictive environment concept is that handicapped children ought to be treated in all respects as normally as possible (i.e., with nonhandicapped children in regular classrooms). The primary rationale for placing handicapped children in the least restrictive environment is based on legal, educational, and social grounds. From a legal perspective, placing handicapped children in restrictive environments may infringe on their rights to equal protection under the law; that is, they are denied benefits that nonhandicapped children normally receive because of their educational placement. From a pragmatic educational viewpoint, it is known that handicapped children often learn more when they are educated with nonhandicapped children (Johnson & Johnson, 1979). Finally, from a social perspective, the least restrictive environment expresses a change in our society's values; a change to end the practice of isolation and neglect of exceptional individuals.

Mainstreaming is a term that is often interchanged with least restrictive environment. Mainstreaming means "enrolling and teaching exceptional children in regular classes for the majority of the school day under the charge of the regular class teacher, and assuring that the exceptional child receives special education of high quality to the extent it is needed during that time and any other time" (Birch, 1976, p. 14). However, the term *mainstreaming* is not used in P.L. 94-142. While the concepts and practices associated with mainstreaming are similar to the *least restrictive environment*, the latter term will be employed for the rest of this chapter.

The idea of placing exceptional children in the least restrictive environment did not originate with Public Law 94-142. In the 1960's and early 1970's, special educators began to question what then was the predominant practice of placing exceptional students in special classes. Questions about the efficacy of special classes, the negative impact of labeling, and disproportionate representation of children from racial or cultural minority groups in special classes were articulately raised (Dunn, 1968; Hobbs, 1975) and alternative special education service delivery models were proposed (Deno, 1970; Reynolds, 1962). For example, Deno (1970) proposed a "cascade" of services describing a continuum of administrative provisions for delivering special education services. Basically, the

cascade proposed that most exceptional students could be maintained in the regular classroom environment with supportive consultative assistance or through the services of itinerant specialists or resource room programs. Further, the cascade emphasized that exceptional students were to be removed from the regular classroom to special classes only under extraordinary circumstances and only so long as necessary and that students were to be returned to the regular classroom as soon as feasible.

The courts also played a major role in articulating the concept of least restrictive environment (Gilhool & Stutman, 1979). Although it did not directly involve the education of the handicapped, *Brown* v. *Board of Education* (1954) outlined the governing principles on which the concept of least restrictive environment was based: All children are guaranteed the right to equal educational opportunity and, therefore, segregating children has no place in public education. Two later court cases related specifically to handicapped children. Both *Pennsylvania Association for Retarded Children* (PARC) v. *Commonwealth of Pennsylvania* (1971) and *Mills* v. *Board of Education* (1972) further refined the legal basis of the least restrictive environment. For example, in the consent decree from the *PARC* case, the court stated:

> It is the Commonwealth's obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity, within the context of presumption that, among the alternative programs of education and training required by statute to be available, placement in a regular public school class is preferable to placement in special public school classes, which is preferable to placement in any other type of program of education and training.

The *Mills* case extended the decision espoused in *PARC* by applying the principles to all handicapped children in the District of Columbia school system. In the aftermath of *PARC* and *Mills*, many states—either by statute or regulation—required the placement of handicapped children in the least restrictive environment. By 1975, prior to the enactment of Public Law 94-142, 20 states had such requirements (Department of Health, Education, and Welfare, 1979).

Implementation of the least restrictive environment concept has not proceeded without some controversy (Lowenbraun & Affleck, 1979). Newspaper stories (e.g., Milofsky, 1977), magazine articles (e.g., "Into the Mainstream," 1976), and television programs such as "Sixty Minutes" have examined the pro's and con's of educating handicapped children in the least restrictive environment. Both the National Education Association (*Mainstreaming Handicapped Students*, 1975) and the American Federation of Teachers (Rauty, n.d.) have published reports that raise, from their perspective, several critical questions: (1) Does least restrictive environment mean that all handicapped children will be placed in the regular classroom? (2) Will class size increase or decrease as a result of implementing the least restrictive environment concept? (3) Will discipline problems increase? (4) Will support for the regular classroom teacher be available? (5) Will special education classes be eliminated? (6) What will be the effect on nonhandicapped students and their parents?

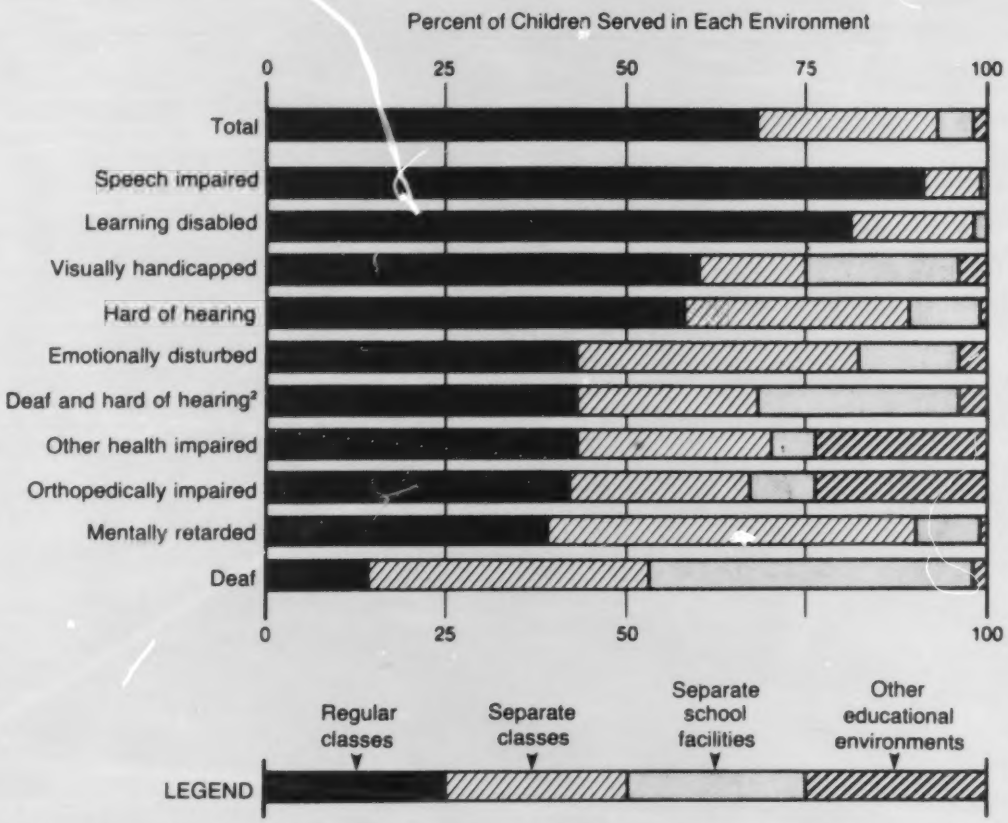
These are relevant questions. However, based on the sound educational practices that have been implemented and the effective leadership that has been provided in recent years, there has been and continues to be steady progress in implementing the least restrictive environment provisions of the law. A recent report by the Department of Health, Education, and Welfare (1979b) described the status of efforts across the nation to educate handicapped children in the least restrictive environment. The major findings were encouraging:

> —Most handicapped children (68%) were educated in regular classes.
> —An additional 25% were educated in separate classes but in regular school buildings.
> —Generally, across the nation, there is evidence that a continuum of placement alternatives exists. (p. 23)

However, as Figure 1 indicates, there is wide variation across states and across handicapping conditions in terms of placement provisions. For example, in 7 states less than 5% of the mentally retarded students were served in regular classes, while in 5 other states more than 65% were served in regular classes. Similar discrepancies were found for other handicapping conditions:

> —In 22 states, more than 80% of the visually handicapped students were educated in regular classes; in 6 states, less than 35% were educated in regular classes; and in 7

FIGURE 1 Environments in Which School-Aged[1] Handicapped Children Were Served During School Year 1976–77



[1] School-aged children are defined here as children aged 6–17.

[2] Those states that combined the deaf and hard of hearing categories are shown here.

SOURCE: *Progress toward a free appropriate public education: A report to the Congress on the implementation of P.L. 94-142: The Education for All Handicapped Children Act*, 1979, p. 38.)

states, more than 40% were educated in special schools.

—In 9 states, more than 70% of the emotionally disturbed students were served in regular classes; but in 13 states, less than 25% of these students were in regular classes (in one state, no emotionally disturbed students were in regular classes). (Department of Health, Education, and Welfare, 1979b, pp. 24–25)

Agreeing on what constitutes an appropriate placement in the least restrictive environment for a handicapped child is facilitated when the team follows several preferred practice guidelines:

1. Placement decisions should not be based on the presence of a particular handicapping condition. The fact that a child is learning disabled, for example, does not automatically lead to the conclusion that a resource room program would be the most appropriate placement. Similarly, if a child is severely mentally retarded, it would be incorrect to assume that a special school would be the appropriate placement option. Placement deci-

sions are to be made on a case-by-case basis after carefully considering the unique needs of the individual child as defined by the IEP, as opposed to placing children in a specific setting based on a particular category of exceptionality. Furthermore, the skills that an exceptional child needs to acquire in order to function in a less restrictive environment should receive high priority when developing the IEP (e.g., academic skills, social skills, self help skills, language skills, motor skills).

2. More restrictive placement options should be considered "only after thorough and comprehensive trial in regular classes and only for compelling reasons" (Reynolds & Birch, 1977, p. 38). It is erroneous to conclude that placement in the regular classroom is appropriate for only mildly handicapped children. Totally blind students, deaf students, physically handicapped students, and multiply handicapped students can also be educated successfully in the regular classroom with appropriate supportive services and accommodations. In essence, what this approach advocates is shifting the burden of proof to the schools to show why the nature of an exceptional student's disability is so great that an appropriate education in the regular classroom cannot be achieved, even with the use of supplementary aids and services.

However, the regular classroom may not be the most appropriate placement for some exceptional students. That is one reason why a continuum of alternative placement options must be available. However, if an exceptional child is placed in a more restrictive environment, he or she should remain in that setting only so long as is necessary to prepare the student to function in a regular classroom environment. No longer will self contained classes, special schools, institutions, or even resource rooms be educational dead ends for exceptional children.

3. Implementing the least restrictive environment requirement requires that much additional support and guidance be made available to the regular classroom teacher. This assistance should be provided by the special educator who, acting as a resource consultant, assists with assessments, helps to plan and implement programs, and provides supplementary instructional materials.

Special attention should be devoted to several areas of concern that could act as potential roadblocks to effective implementation of the least restrictive environment concept. For example, increased staff training efforts are required both for regular educators—to assist them in successfully teaching handicapped students—and for special educators—to assist them in acting as resource consultants to regular classroom teachers. Furthermore, according to Reynolds and Birch (1977), several changes are needed in regular classrooms to make them more instructionally diverse:

> Regular schools and classes should have diversified staffing and should offer many forms of individualized instructional programs so that a great variety of students could be accommodated there with good results. By such a policy, regular school spaces would be treated acoustically and employ amplification devices, for example, so that pupils with limited hearing could be instructed in the regular spaces and still use their hearing maximally. Such spaces would have a variety of learning centers, equipment, facilities, and materials to serve students with special needs and preferences. Regular teachers would be challenged to become broadly resourceful in managing the diverse environment and serving the broad range of needs of a diverse student population. Special educators and other professionals with highly specialized knowledge and skills would be employed in collaborative teaching and supportive roles with regular teachers. (p. 35)

Progress toward full integration of exceptional children will undoubtedly continue as more districts gain experience with implementing the least restrictive environment concept. The reader interested in learning more about programs that have successfully implemented the least restrictive environment concept should read *Hearing Impaired Pupils in the Mainstream of Education* (Birch, 1975), *Mainstreaming: Educable Mentally Retarded Children in Regular Classes* (Birch, 1974), and *Teacher, Please Don't Close the Door: The Exceptional Child in the Mainstream* (Jordan, 1976).

OTHER SPECIAL EDUCATION SERVICE ISSUES

In specifying the special education services to be provided, the IEP team must address several other issues before finalizing the IEP.

Physical education

The nature and amount of physical education to be provided must be documented. Whether the PE program is to involve regular PE with nonhandicapped students, regular PE with adaptations, specially designed PE, or PE in special settings should be specifically described in the IEP.

Vocational education

The IEP must also list the vocational education services to be provided if those services consist of specially designed instruction to meet the unique needs of a handicapped child. That is, if participation in vocational education is included as part of a total special education program, or if modifications to the normal vocational education program are required to compensate for the child's handicap, then the vocational education program would have to be specifically addressed in the IEP. If this is the case, the individuals involved in the vocational education program should be involved in the development of the IEP.

Private school issues

Sometimes the IEP team may decide that the appropriate special education program is placement in a private school. Public Law 94-142 contains regulations that were developed to ensure that IEP's are written and implemented for children placed in private schools. The regulations governing private school placements provide the following guarantees:

1. Before a handicapped child is placed in a private school, the public school must conduct a meeting to develop the IEP.
2. A representative of the private school must participate with the public school in the development of the IEP.
3. An IEP must be developed by the public school for each handicapped child who was placed in a private school before the effective date of Public Law 94-142.
4. While the private school may subsequently conduct meetings to review the child's IEP, it is the public school's responsibility to see that an agency representative and the child's parents are involved in and agree to any decision about the child's IEP.
5. The ultimate responsibility for children placed in a private school rests with the public school. (*Federal Register* 121a.340, August 23, 1977)

DATES AND TIMELINES

The IEP must also contain the projected dates for initiation of services and the anticipated duration of the service. Although generally it is not permissible for there to be any delay between the completion of the IEP and the initiation of special education services, there may be instances where a delay is unavoidable, such as when the school must make other arrangements to obtain services currently unavailable. Therefore, as an accountability measure or in case other questions related to the provision of services arise, the dates for initiation of services are required.

In most cases, the anticipated duration of the services will be for 1 calendar year. In some cases, however, it would be appropriate for the projected duration of services to be less than 1 year. An example of this might be assigning an emotionally disturbed child to a self contained classroom, where an effective, short term treatment should allow the child to be placed in the regular classroom with followup support services after several months of intensive treatment. In general, it would be inappropriate to indicate that the anticipated duration of services would extend beyond 1 year. While some children will obviously require special education services for an

extended period of time, the IEP's annual review requirement provides an opportunity to assess the duration issue on a regular basis.

DETERMINING RELATED SERVICES

Related services means "transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education" (*Federal Register* 121a.13, August 23, 1977). The determination of related services is directly related to the determination of special education services. That is, there can be no related services if a child does not need special education, since a child is not handicapped unless he or she needs special education. A list of related services has been provided in Table 1.

Determining the appropriate related services to be provided is a more difficult task than selecting the special education services. Turnbull, Strickland, and Brantley (1978) stated that there are three factors that cause difficulty:

1. The availability of appropriate special education does not insure the availability of appropriate related services.
2. The provision of one special education service often requires the provision of many related services.
3. Provision of several related services increases the necessity of coordination among many different people and agencies. (p. 188)

Whatever difficulties or problems are encountered, the IEP team should address the question of related services directly because, in Turnbull et al.'s (1978) words, "the availability of related services, in many cases, will determine the effectiveness of the special education provided a student" (p. 189).

For example, consider the case of a severely multiply handicapped (mentally retarded and cerebral palsied) child who has been placed in a special school. The special school is located 15 miles from his home. The related services needed by this child may include:

Transportation
Physical therapy
Occupational therapy
Speech therapy
Parent counseling and training
Recreation
Psychological services

Or, consider the example of an emotionally disturbed child who has been placed in a regular classroom setting in his home school with supportive help from a consulting resource teacher. The related services that may be appropriate in this case include:

Counseling
Parent counseling and training

Again, the determination of related services is made by the IEP team, on a case-by-case basis, by answering the following question: What related services does this child need to support the special education program and, thus, help achieve the goals and objectives in the IEP?

INTERAGENCY COOPERATION

The local district is not alone in its efforts to meet the needs of exceptional children. In most localities, there are numerous public and private agencies involved with exceptional children. A sample list of such agencies would include:

Mental health
Vocational rehabilitation
Physical health
Family and child health services
Recreation
Intermediate school districts
State office of education
Special hospitals
Special clinics
Community service organizations

With all of these agencies potentially involved with exceptional persons, there is a great need for interagency collaboration and cooperation. Public Law 94-142 recognized this need and placed the responsibility for ensuring that all public agencies in a state are in compliance with the provisions of the law on the state education agency (SEA).

Recently, the Office of Special Education identified the responsibilities of the SEA with respect to interagency cooperation as follows:

> The SEA must insure that every handicapped child in the state receives a free appropriate public education (FAPE) regardless of which agency, state or local, is responsible for the child. While the SEA has flexibility in deciding the best means to accomplish this (e.g., through interagency agreements, etc.), there

TABLE 1
Related Services

(1) "Audiology" includes:
- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of pupils, parents and teachers regarding hearing loss; and
- (vi) Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) "Early identification" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

(4) "Medical services" means services provided by a licensed physician to determine a child's medically related handicapping condition which results in the child's need for special education and related services.

(5) "Occupational therapy" includes:
- (i) Improving, developing or restoring functions impaired or lost through illness, injury or deprivation;
- (ii) Improving ability to perform tasks for independent functioning when functions are impaired or lost; and
- (iii) Preventing, through early intervention, initial or further impairment or loss of function.

(6) "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development.

(7) "Physical therapy" means services provided by a qualified physical therapist.

(8) "Psychological services" include:
- (i) Administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.

(9) "Recreation" includes:
- (i) Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.

(10) "School health services" means services provided by a qualified school nurse or other qualified person.

(11) "Social work services in schools" include:
- (i) Preparing a social or developmental history on a handicapped child;
- (ii) Group and individual counseling with the child and family;
- (iii) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and
- (iv) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

(12) "Speech pathology" includes:
- (i) Identification of children with speech or language disorders;
- (ii) Diagnosis and appraisal of specific speech or language disorders;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;
- (iv) Provisions of speech and language services for the habilitation or prevention of communicative disorders; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language disorders.

(13) "Transportation" includes:
- (i) Travel to and from school and between schools,
- (ii) Travel in and around school buildings, and
- (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a handicapped child.

> can be no failure to provide FAPE due to jurisdictional disputes among agencies. (*DAS Information Bulletin #64*, May 23, 1980, p. 5)

To avoid jurisdictional disputes, the SEA must make certain that it has specified the role of each public agency that is involved in writing or implementing a handicapped child's IEP. In other words, the SEA should discourage buck passing from one public agency to another by developing specific policies or agreements under a variety of interagency situations. The issues most commonly addressed by interagency agreements include delivery of related services, financing of health care for the handicapped, setting standards of care for the handicapped, and information sharing and confidentiality.

Perhaps the most perplexing question related to private school placement is: How can a representative of the private school be in attendance at the IEP meeting, if the placement decision is not made until the IEP meeting itself? According to the Office of Special Education, the best way to handle this kind of situation would be for the school to discuss with the parents, well in advance of the IEP meeting, the possibility of private school placement. If the parents agree to pursuing this possibility, a representative of the private school could be invited to the IEP meeting. If distance or other commitments prevent attendance at the IEP meeting, other procedures could be arranged to ensure participation (e.g., a conference call). On the other hand, if the issue of private school placement is not discussed until the IEP meeting, the meeting and the finalization of the IEP should be rescheduled until the private school representative can participate.

CONCLUSION

One of the primary purposes of the IEP is to set forth in writing a commitment of the resources that are necessary to enable a handicapped child to receive needed special education and related services. Although all of the separate components of the IEP are vitally important, it would not be inaccurate to suggest that the heart of the IEP is the specification of the special education and related services to be provided, since it is here that the nature of the specially designed instruction is identified.

CHAPTER 6
BEYOND THE IEP: IMPLEMENTING THE INSTRUCTIONAL PLAN

Many workshops have been conducted and many handbooks have been written that have described, sometimes in great detail, the process of *developing* the IEP document. The emphasis on the development process has been and continues to be needed. However, without at least an equivalent emphasis on the *implementation* of the IEP—that is, how the IEP should and can be used as a guide for directing and monitoring the student's instructional program—the teacher may be left with the impression that the IEP is only an administrative form to be filed away once it has been completed.

WHAT IS THE INSTRUCTIONAL PLAN?

As noted in Chapter 1, an instructional plan is more specific than an IEP. According to the Office of Special Education, it is not the intent of the law to require the development of IEP's to plan, on a daily basis, the specific instructional program to be provided handicapped students. While from a federal compliance standpoint the IEP is not intended to be detailed enough to be used as an instructional plan, the IEP

> (1) Sets the general direction to be taken by "IEP implementors" in working with a child, and (2) serves as the basis for developing a detailed instructional plan for the child. (*DAS Information Bulletin #64*, May 23, 1980, p. 23)

An instructional plan is usually developed on a daily, weekly, or monthly basis. The instructional plan may include a detailed listing of implementation objectives, the materials and strategies to be used in achieving the objectives, the instructional materials to be employed, and procedures for monitoring and recording student performance. See Table 1 for two sample instructional plans that use different formats to accomplish the same purpose—precise instruction.

The remainder of this chapter is organized around the major components on an instructional plan: objectives, materials, instructional procedures, and data keeping strategies. Suggestions for classroom management and organization will also be offered.

IMPLEMENTATION OBJECTIVES

In Chapter 3, it was recommended that the IEP contain three or four "benchmark" short term instructional objectives for each annual goal. The instructional plans presented in Table 1 contain considerably more than four objectives. It is the greater amount of detail in the instructional plan that enables the teacher to use it as a guide in planning, delivering, and evaluating the instructional program in a more precise and carefully organized fashion than the IEP allows. A detailed list of implementation objectives helps to answer one of the more perplexing questions faced by teachers—What do I teach? By providing a roadmap that outlines the specific sequence of steps through which a learner proceeds on the way to mastering a particular skill, a carefully analyzed list of objectives also helps to improve student learning (White & Haring, 1980).

How does the teacher develop a detailed list of implementation objectives? There are basically three approaches: (1) use an existing sequence of objectives, (2) adapt or modify an existing sequence of objectives, or (3) develop your own sequence of objectives.

TABLE 1
Sample Instructional Plans

An Instructional Plan for a Basic Reading Skill

Annual goal: Improve word attack skills.

Short term instructional objectives:
1. Given a worksheet, the student will say c-v-c words (all short vowel sounds) at a rate of 40 correct per minute with fewer than 2 errors for 3 consecutive days.
2. Given a worksheet, the student will say consonant blends and digraphs at a rate of 40 correct per minute with fewer than 2 errors for 3 consecutive days.
3. Given a worksheet, the student will say cc-v-c words at a rate of 40 correct per minute with fewer than 2 errors for 3 consecutive days.
4. Given a worksheet, the student will say cc-v-c words (long vowels a, i, o, u) at a rate of 40 correct per minute with fewer than 2 errors for 3 consecutive days.

What student does:

Task analysis of implementation objectives	*Instructional materials*	*Instructional techniques*	*Criteria for mastery*	*Evaluation procedures*	*Date mastered*
1.0 c-v-c words 1.1 says c-v-c words (a) 1.2 says c-v-c words (e) 1.3 says c-v-c words (i) 1.4 says c-v-c words (o) 1.5 says c-v-c (u)	1. Reading mastery 2. Flashcards 3. *Corrective Reading* 4. *Palo Alto Readers*	1. Daily one-to-one sessions with peer tutor. 2. Drill and practice probe sheets daily. 3. Two points awarded for daily improvement in rate/bonus points for accuracy.	40 correct/minute with fewer than 2 errors for 3 consecutive days	Direct measure daily (from probes). Weekly review probe on all objectives. Data plotted on graph by student.	
2.0 *consonant blends and diagraphs* 2.1 says ch, sh 2.2 says ch, sh, th					

(Continued on next page)

TABLE 1 (Continued)

What student does:

Task analysis of implementation objectives	*Instructional materials*	*Instructional techniques*	*Criteria for mastery*	*Evaluation procedures*	*Date mastered*
2.3 says ch, sh, th, wh					
2.4 says ch, sh, th, wh, ph					
2.5 says bl, cl, fl, gl, pl, sl					
2.6 says br, cr, dr, fr, gr, pr, tr					
2.7 says sc, sk, sl, sm, sn, sp, st, sw					
2.8 says scr, spl, squ, spr, str					
2.9 says final blends nd, nt, ng, nk, mp, ld, lk, lt, lp					
2.10 says final blends ft, pt, xt, sm, sk, st, ct					
3.0 *cc-v-c words (short vowels)*					
3.1 says cc-v-c words (ă)					
3.2 says cc-v-c words (ĕ)					
3.3 says cc-v-c words (ĭ)					
3.4 says cc-v-c words (ŏ)					
3.5 says cc-v-c words (ŭ)					
4.0 *cc-v-c words (long vowels)*					
4.1 says cc-v-c words (ā)					
4.2 says cc-v-c words (ī)					
4.3 says cc-v-c words (ō)					
4.4 says cc-v-c words (ū)					

TABLE 1 (Continued)

An Instructional Plan for a Self Help Skill

Annual goal: Will dress self independently.
Short term instructional objective: Child will tie his or her shoes unassisted in less than 3 minutes.

Step	*Material*	*What you do with the material*	*What you do and say*	*What the learner does*	*Trials*	*Criteria*
1.1	Properly fitted shoes with cotton laces that are longer than usually required.	The shoe is to be on the child's foot with the laces untied. The instructor will sit behind the child.	"We are going to tie a knot in your shoe." Tie a loose knot in the child's shoe by placing the right shoe lace across the left side of shoe, grasp left shoe lace and cross it over right lace, make a large loop over the front of the shoe, tuck end of top lace under the bottom lace and extend toward the heel of the shoe. Then say, "Pull the knot tight."	Child grabs both shoe laces and pulls knot tight in less than 30 seconds.	10	10 out of 10
1.2	Same	Same	With the laces crossed by the right lace under the left lace say "Reach under the circle; pull the lace through the circle; pull the knot tight."	Child reaches under the right lace to grasp the end of the left lace and pulls knot tight in less than 1 minute.	10	10 out of 10
1.3	Same	Same	With the right lace crossed over shoe say "Take the lace I'm pointing to and cross it over the other	Child crosses left lace over right lace, pushes end of the left lace under the right lace and pulls the	10	10 out of 10

(Continued on next page)

TABLE 1 (Continued)

An Instructional Plan for a Self Help Skill

Annual goal: Will dress self independently.
Short term instructional objective: Child will tie his or her shoes unassisted in less than 3 minutes.

Step	*Material*	*What you do with the material*	*What you do and say*	*What the learner does*	*Trials*	*Criteria*
			lace—now reach under the circle and pull the lace through and pull the knot tight."	knot tight in less than 1 minute.		
1.4	Properly fitted shoes with cotton laces that are longer than usually required.	The shoe is to be on the child's foot with the laces untied. The instructor will sit behind the child.	"Tie a knot in your shoe."	Child crosses the shoe laces, tucks one lace under, grasps the two laces and pulls the knot tight in less than 1 minute.	10	10 out of 10
1.5	Same	Same	"Tie the knot in your shoe." Then the instructor ties the shoe laces in a loose bow and says "Hold the bow and pull it tight."	Child grasps the two loops of the laces, pulls bow tight using both hands in less than 30 seconds.	10	10 out of 10
1.6	Same	Same	"Tie a knot in your shoe. Good tying, now make a bunny ear and lay it down here" (point to left side of the shoe).	Child ties knot, makes a large loop with the lace on the right side, then lays the loop across the left side of the shoe in less than 1 minute.	10	10 out of 10
1.7	Same	Same	"Tie a knot in your shoe. Good now make a bunny	Child ties knot, makes first loop (with lace on right)		

			ear and lay it down here. Good, now make another bunny ear with the other lace and hold it."	and places it across the left side of shoe, then makes another loop with left lace, and grasps the top of tie loop with the right hand in less than 90 seconds.		
1.8	Properly fitted shoes with cotton laces that are longer than usually required.	The shoe is to be on the child's foot with the laces untied. The instructor will sit behind the child.	"Pick up the bunny ears and cross them over." This is a very difficult step; give child lots of praise and assistance when necessary.	With right loop lying across shoe, child holds top of left loop with right hand, then picks up right loop at the top with left hand, holds loops at the top, and crosses the left loop on top of the right loop on top of the right loop in less than 2 minutes.	10	10 out of 10
1.9	Same	Same	"Bring the rabbit through the hole and pull the ears tight. Good, you tied your shoes!"	With left loop crossed on top of right loop child tucks left loop under the right loop, grasps the ends of both laces, and pulls tight.	10	10 out of 10
1.10	Same	Same	"Tie your shoe."	Child ties shoe unassisted in less than 3 minutes.	10	10 out of 10

SOURCE: Education Unit, Exceptional Child Center, Utah State University; Logan, Utah

Use an existing sequence

Existing curriculum sequences can be very useful in providing a comprehensive set of implementation objectives that the teacher can use to plan instruction. An existing sequence of objectives can save the teacher a great deal of time while still maintaining a high level of quality of instruction. Hobdey (1977) suggested that teachers select sequences that "(1) contain well-defined steps, (2) describe observable and measurable skills, and (3) present skills in a developmentally-logical order" (p. 57). Affleck, Lowenbraun, and Archer (1980) summarized the rationale for using existing sequences in this manner.

> [It] is particularly appropriate if you are unfamiliar with the academic area, if you have well-sequenced material that you would like the child to use as the basis for your instruction, or if you would like the child to use regular classroom materials. Using sequences from commercial materials is also an efficient use of teacher time. Authors have spent a great deal of time and expertise in designing instructional sequences. Why duplicate their efforts? (p. 83)

Several sources of objective sequences have been listed in Appendix B.

Adapt or modify an existing sequence

Predeveloped skill sequences should not be viewed as a panacea, however. For example, there are countless sequences in the area of reading, none of which are identical and most of which vary greatly in terms of quality. A basic rule to follow is never to adopt a sequence without first carefully examining the nature and arrangement of the objectives. That there are as many different sequences as there are instructional programs is strong testimony to the disagreements in various curriculum areas regarding what tasks constitute acquisition and mastery of a particular skill.

The astute teacher should be alert to these concerns and should apply caution in adopting a curriculum skill sequence. If you do not find a program that measures up to acceptable standards, either adapt an existing sequence or develop a new one. In many cases the adaptation required will involve filling in the gaps between the steps in the sequence that are too broadly stated for most exceptional children to proceed satisfactorily (Affleck, Lowenbraun, & Archer, 1980).

Develop a new objective sequence

Some of the more functional objective sequences in current use have been developed by individual teachers or by a team of teachers who work together in a district. Figure 1 presents two examples of objective sequences that have been developed by teachers.

To develop a sequence of objectives—either for a specific skill area or for an entire curriculum—involves the process of *task analysis*. Task analysis, according to Howell, Kaplan, and O'Connell (1979), is "the process of isolating, sequencing and describing all of the essential components of a task. When the components have all been mastered, the learner should be able to perform the task" (p. 81). In performing a task analysis on a particular skill—whether it is an academic skill, a social skill, a motor skill, a self help skill—the following types of questions should serve as a guide in evaluating the adequacy of the task analysis:

1. Are all of the subtasks stated in observable, measurable terms? Would all persons looking at the subtasks interpret them the same way?
2. Are any critical steps omitted? Could a learner perform the major task after mastering only the subtask?
3. Are all the subtasks relevant to the major task? Are unnecessary subtasks included?
4. Are any of the subtasks so minute as to be unnecessary? Could any be combined without losing information?
5. Are the subtasks arranged in logical order? (Moyer & Dardig, 1978, p. 18)

The reader interested in finding out more about the application of task analysis to the development of objective sequences should read the following:

1. Archer, A. *Instructional materials for the mildly handicapped: Selection, utilization, and modification.* Eugene OR: Northwest Learning Resources System, 1977.
2. Mager, R. F. *Goal analysis.* Belmont CA: Fearon, 1972.
3. Gold, M. C. Task analysis of a complex assembly task by the retarded blind. *Exceptional Children,* 1976, *43,* 78–84.

4. Frank, A. R. Breaking down learning tasks: A sequence approach. *TEACHING Exceptional Children*, 1973, *6*, 16–19.

INSTRUCTIONAL MATERIALS

All teachers know how important good instructional materials are in teaching any student, especially an exceptional student. As each year passes, more and more instructional materials become available that have been developed especially for use with exceptional students.

As with the state of the art with objective sequences, however, a wide variation exists in the quality of instructional materials designed for use in special education programs. Some are excellent, some good, some marginal, and others quite poor. Thus, the teacher's task is to be able to carefully select and/or retrieve instructional materials that will facilitate student learning. Teachers often learn about the availability of instructional materials through publishers' catalogs or attendance at professional conferences where materials publishers display and demonstrate their wares. Another especially useful source of information concerning instructional materials is the National Information Center for Special Education Materials (NICSEM), a project funded by the Office of Special Education and based at the University of Southern California. NICSEM has developed a data base containing information regarding materials for and about exceptional students. The data base comprises not only instructional materials, but professional, parent, assessment, and training materials as well. NICSEM products include the *Special Education Thesaurus* and the *Index to Learner Materials*.

When a teacher receives a materials catalog, attends a materials display, or obtains the guide published by NICSEM, an important question should arise: Which materials do the job I want done? To answer this question, teachers must be able to assess and evaluate instructional materials. The teacher should consider such issues as the objectives, assessment procedures, practice opportunities, sequence, adaptability, teachers' instructions, durability, cost, interest level, and many other issues in deciding whether to use a specific instructional material. Archer (1977) provided an excellent checklist for teachers to use in evaluating instructional materials.

Despite the availability of a tremendous number of instructional materials, White and Haring (1980) issued the following caution to special education tachers: "Be prepared to make a lot of your materials yourself" (p. 201). Whether the reason is a limited budget or a lack of high quality instructional materials in a particular skill area, sooner or later most teachers find themselves either making their own instructional materials or modifying materials already on their shelves. For the teacher who may think he or she is not sufficiently creative to develop his or her own materials, catalogs of teacher-made materials are available which provide examples of how other (perhaps similarly "uncreative") teachers have coped with their materials problems. Magazines such as *The Instructor* or *Learning* regularly offer suggestions to teachers concerning materials development or modification. Also, some school districts regularly sponsor "materials fairs" where teachers can share their materials development efforts with other teachers.

The effort required of teachers to develop their own materials is relatively significant, especially in the first few years of their teaching careers. However, with an effective materials-management storage and retrieval system, the task of selecting appropriate instructional materials that have been matched to the unique needs of students should become easier since the materials can be used again and again. For an in-depth examination of practical issues related to instructional materials for exceptional students, the reader is encouraged to review the following sourcebook: Stowitschek, J. J., Gable, R. A., & Hendrickson, J. M. *Instructional materials for exceptional children: Selection, management, and adaptation.* Germantown MD: Aspen Systems Corporation, 1980.

INSTRUCTIONAL TECHNIQUES

Another important part of the instructional plan concerns the instructional techniques that will be used in teaching the students. The correct application of a particular instructional technique, when coupled with specific implementation objectives and effective instructional materials, provides another critical ingredient of a high quality instructional plan.

Once again, however, a teacher is faced with a decision concerning which instructional technique to use. Many "methods" books have been written—Methods for Learning Disabilities, Methods for Behavior Disorders, Methods for the Visually Impaired, etc.—which describe numer-

FIGURE 1 Examples of Objective Sequences

OBJECTIVE SEQUENCE WORKSHEET

STUDENT:_____ SUBJECT AREA_____

Long Term Goal:

CONDITIONS	OBSERVABLE BEHAVIOR	STANDARD CRITERION	PREDICTED MASTERY DATE	MASTERY DATE
In sequence from Memory	Writes digits	50 correct/0 error per min.	9-12	9-15
Given set recognition sheet, 0-3	Writes digits	40 correct/0 error per 1 min.	9-18	9-17
Given set recognition Sheet, 0-5	Writes digits	40 correct/0 error per 1 min.	9-23	9-22
Given set recognition Sheet, 0-10	Writes digits	40 correct/0 error per 1 min.	9-27	9-28
Addition Facts $\frac{n}{+n}$ 0-1	Writes digits	30 correct/0 error	10-5	10-4
Addition Facts $\frac{n}{+n}$ 0-2	Writes digits	30 correct/0 error	10-12	10-15
Addition Facts $\frac{n}{+n}$ 0-3	Writes digits	30 correct/0 error.	10-21	10-25
Addition Facts $\frac{n}{+n}$ 0-5	Writes digits	30 correct/0 error	10-29	10-29
Addition Facts $\frac{n}{+n}$ 0-8	Writes digits	30 correct/0 error	11-5	11-7
Addition Facts $\frac{n}{+n}$ 0-10	Writes digits	30 correct/0 error	11-18	11-21

SOURCE: Shoemaker, S., McGuigan, C., & Bevis, D. *What's going on here? A collection of exceptional practices in Idaho.* Eugene, OR: Northwest Regional Resource Center, 1977. Reproduced with permission.

SKILLS CHART - READING

SKILL	CRITERIA	/ = doesn't know X = knows 9/2 = date learned
1. symbol matching		
2. match 2 letters to 2 letters		
3. larger word matching		
4. say letters in order	60/min.	
5. say letter names - CAPS	50/min.	
6. say letter names - small	50/min.	
7. write letters - Caps	28/min.	
8. write letters - small	28/min.	
9. hear-to-write Caps		
10. hear-to-write small		
11. say consonant sounds	50/min.	
12. say short vowel sounds	50/min.	
13. circle letter in words	52/min.	
14. circle words in a sentence	50/min.	
15. circle sentences	15/min.	
16. say cvc words - a	20/min.	
17. " " " - e	20/min.	
18. " " " - i	20/min.	
19. " " " - o	20/min.	
20. " " " - u	20/min.	
21. " " " - mixed vowels	20/min.	
22. say words - sight voc. (Dolch) PP	20/min.	
23. " " " (Dolch) P	20/min.	
24. " " " (Dolch) I	20/min.	
25. say consonant blends	40/min.	
26. say consonant digraphs	40/min.	
27. say cons. blends & digraphs	40/min.	
28. say ccvc words, short a	20/min.	
29. " " " short e	20/min.	
30. " " " short i	20/min.	
31. " " " short o	20/min.	
32. " " " short u	20/min.	
33. " " " mixed vowels	20/min.	
34. say ccvc words, mixed vowels	20/min.	
35. say ccvc words, long vowel a	20/min.	
36. " " " long vowel i	20/min.	
37. " " " long vowel o	20/min.	
38. " " " long vowel u	20/min.	
39. " " " mixed long vowels	20/min.	
40. say vowel blends	40/min.	
41. say cvvc words - a (a, ay, ai)	20/min.	
42. " " " - e (e, ee, ea)	20/min.	
43. " " " - i (i)	20/min.	
44. " " " - o (o, oa)	20/min.	
45. say words with long vowel combin.	20/min.	
46. say vowel blends (teams)	40/min.	
47. say words with vowel teams	20/min.	
48. say words, r-controlled vowels	20/min.	
49. say words, short, long r-contr.	20/min.	
50. say multi-syllable words		
51. say contractions	16/min.	
52. say words with prefixes		
53. say words with suffixes		
54. say words with endings		
Add words from the child's reading book.		

ous instructional techniques for use with exceptional children and youth. The numerous titles suggest a wealth and diversity of ideas.

A sometimes neglected point is that there are several generic instructional techniques that probably lie at the base of all the effective techniques described in the special education methods literature. In the following listing, several of the most important generic instructional techniques are briefly described:

1. *Modeling and demonstration.* For many exceptional children, the skill to be acquired must first be modeled and demonstrated by the teacher. Whether the skill is reading the word *cat*, printing the letter *s*, tying a shoe, saying something nice to someone else, or dialing a telephone, exceptional children need to be shown what to do, instead of being told what to do. Modeiing and demonstration procedures are especially useful in the early stages of learning a skill. The student is provided with an unambiguous and concrete example of what it is he or she will be expected to do. Thus, a more solid base for moving toward mastery of the skill will be established.
2. *Providing repetition and practice.* One of the foremost principles of instructional psychology is that repetition and practice (or drill and practice) are necessary to ensure that a skill is learned. However, as Lovitt (1977) stated, "Practice, in itself, probably won't make perfect, but it sometimes helps" (p. 63). Lovitt added that instruction (modeling and demonstrating, prompting, feedback) should accompany the student's practice activities to maximize learning.
3. *Providing reinforcement.* A fundamental principle of learning is that students must be reinforced for desirable performance. Managing classroom contingencies of reinforcement is easily one of the most important tasks facing teachers. Unfortunately, we too often forget how critically important it is to "catch the child being good" (Becker, Englemann, & Thomas, 1975) and, instead, take it for granted that learning will occur automatically or spontaneously. One of the best ways—although not necessarily the easiest—for teachers to prevent student performance problems is to provide a much higher rate of positive reinforcement to their students compared to the rate of neutral or negative consequences provided.
4. *Providing consistency.* Although the need for consistency may seem self evident, occasionally we may need to remind ourselves of one basic rule: If we, as teachers, are not consistent, it is likely that our students will be inconsistent, too. Teacher inconsistency confuses and frustrates exceptional students and perhaps unintentionally teaches children to distrust others ("Don't do as I do; do as I say"). In a very real sense, children who are dealt with in a consistent fashion are provided the sense of security needed by all children, especially some exceptional children.
5. *Encouraging independence.* A primary goal of special education is to develop independence in our students. Teaching students to manage their own academic, social, and adaptive behaviors should be part of each student's instructional plan. Teachers must be prepared to move students from a situation where they may be very dependent on the teacher for guidance and support to one of independence. Gradually fading the use of prompts and cues and reinforcing successive approximations of independent behavior are necessary steps in the process of teaching exceptional children independent self management skills. (For additional information on teaching self management skills to children, see Goodwin and Coates, 1976.)

There should be no surprises in this list of generic instructional techniques. Good teachers have been doing these things in their classes for years. These very basic techniques, however, form the base on which other innovative techniques must be built. The "back to basics" movement is typically construed to refer to the school's curriculum. Perhaps it is equally appropriate to advocate a "back to basics" approach to instructional techniques.

DATA KEEPING PROCEDURES

To provide information that will indicate the appropriateness and effectiveness of the instructional plan's objectives, materials, and instructional techniques, an evaluation and measurement system must be established that will accurately reflect pupil progress and display information to teachers, students, and parents in a clear and understandable manner. Systematic and continuous evaluation of student progress represents perhaps the most important guaran-

tee to the overall success of the IEP (Larsen & Poplin, 1980). A critical consideration for teachers to keep in mind when monitoring and evaluating student performance is that systematic assessment and recording of student progress need not be viewed as being isolated and separated from instruction (Hofmeister, 1975). On the contrary, the teacher should adopt the attitude that *everything* the student does in an educational setting can be used as assessment data. For example, every time a teacher asks a student to read, to compute arithmetic problems, to throw a ball, to sit down, the teacher is in effect "testing" the student.

The task for the teacher is to use a procedure that facilitates the recording of student performance data in a systematic fashion and on a continuous basis. There are a variety of procedures available to assist the teacher in recording and displaying pupil performance data. For example, charts or matrices can be used that list the skills to be acquired (i.e., the objectives) and provide a space for recording the performance of individual students or a group of students (Figure 2). Similarly, simple frequency counts of a target behavior can be kept on a clipboard or an index card taped to the teacher's or student's desk (Figure 3). Graphs may also be used to record student performance. Figure 4 shows how student progress in two different areas—oral reading and talking out—can be graphed. The advantage of a graph is that the visual representation provides a clear display of student progress to both the teacher and the student.

The main reason for collecting pupil performance data is to be able to determine, as precisely as possible, whether or not the instructional plan (the techniques and/or materials) is effective for individual students (Deno & Mirkin, 1980). If data indicate no progress, unusually slow progress, or even a drop in performance, a teacher should review the program. That is, some or all of the existing instructional plan should be altered since the data indicate the program is not achieving the desired results. Therefore, the teacher could change the materials, change the reinforcement, change the setting, perhaps even change the objective.

Reviewing or revising do not imply a random approach to program modification. Hopefully, teachers will carefully analyze the data, search for clues to the current program's inadequacies, and make appropriate adjustments (see Figure 5 for an example). Whatever modification is made, the systematic collection of performance data must continue, because if the data continue to indicate a lack of satisfactory progress the teacher will need to make another adjustment.

Consider the following analogy: In hospitals not too many years ago, it was standard practice to hang a patient's chart on the end of his bed. Every so often, a doctor or a nurse would check the patient's vital signs and temperature and look for other symptoms. The doctor or the nurse would carefully record the results of this "probe" or "examination" on the patient's chart and make a judgment about the patient's progress. If progress was satisfactory, they continued the treatment; if not, they did something, that is, they modified the treatment and, in some cases, may even have ordered additional diagnostic tests.

Perhaps it is time special educators began to view the IEP from a similar perspective. The IEP could be a chart placed on or near the student's work station. The teacher could regularly observe or probe the student to sample skill acquisition to evaluate progress. As in the previous example, if a student demonstrated satisfactory progress, the teacher would continue the treatment. If not, the teacher would do something to change the "remedy."

CLASSROOM MANAGEMENT AND ORGANIZATION

Organizing and managing the flow of instructional activities is an important determinant of the overall success of the instructional plan. Although the tasks associated with classroom management and organization are often formidable, the teacher will be aided by trying some of the following ideas, which have been used with success by special education teachers across the country:

1. *Assignment sheets.* The assignment sheet lists the days instructional activities, and tasks, and is completed by the teacher on a daily basis. Students are taught how to follow independently the instructions provided on the answer sheet. Space should be provided for noting the student's performance on each task. An advantage of the assignment sheet is that it can provide a permanent daily record of student performance to be stored and retrieved as needed by the teacher.
2. *Skill files.* Most experienced teachers have accumulated countless separate practice sheets and drill activities over the years. Re-

FIGURE 2 Sample Charts for Recording Student Performance

Pupil's Name JOHN

Consecutive Week days	9/14	9/15	9/16	9/17	9/18	9/21	9/22	9/23	9/24	9/25	9/28	9/29	9/30	10/1	10/2	10/5	10/6	10/7
READS NUMBERS																		
0	+	+	●	+	+	+	+	+										
1	+	+	+	+	+	+	+	+										
2	+	+	+	+	+	+	+	+										
3	●	●	+	●	●	●	+	+										
4	+	+	●	+	+	●	+	+										
5	+	+	+	+	+	+	+	+										
6	●	●	●	+	●	●	●	+										
7	+	●	+	+	●	+	+	+										
8	+	+	+	+	+	+	+	+										
9	●	●	●	●	+	●	●	●										
COUNTS ORALLY 0-15	●	●	+	+	●	●	+	●										
WRITES 0-9 (sequentially)	●	●	●	●	●	●	●	+										

	Billy	Jane	Sally	Melissa	Andy	Bobby	Jeannie	Tommy	Mary	Danny	Carol	Richard	Janet	Phillip	Susan
Sorts Colors	+	●	+	●	+	+	+	+	●	●	+	+	+	●	+
Identifies Colors (Names)	+	●	+	●	+	+	+	+	●	●	+	+	+	●	+
Cuts with Scissors on line	+	●	+	●	+	●	●	+	●	●	+	+	+	●	+
Colors within Boundary	+	●	+	●	+	●	●	+	+	●	●	+	+	●	●
Sorts Shapes	●	+	+	●	+	●	+	+	+	●	●	+	+	+	●
Identifies (names) Shapes	+	+	+	●	+	●	+	+	+	●	+	+	+	+	●
Draws Shapes from Dictation	●	+	+	●	+	●	●	+	+	●	●	+	+	+	●
Traces Letters	+	●	+	●	+	●	+	+	+	●	+	+	+	●	●
Copies Letters	+	●	+	●	+	●	+	+	+	●	+	+	+	●	●
Says Letters Names-Capitals	●	+	+	●	+	●	+	+	+	●	●	+	+	●	●
Writes Letters-Capitals	●	●	+	●	+	●	●	+	●	●	●	+	+	●	●
Says Letter Names-Small	●	+	+	●	+	●	●	+	+	●	●	+	+	●	●
Writes Letters-Small	●	●	+	●	+	●	●	+	●	●	●	+	+	●	●
Reads Numerals 0-9	+	+	+	●	+	●	+	+	+	●	●	+	+	+	●
Counts Orally 0-15	+	●	+	●	+	●	●	●	+	+	●	+	+	+	+
Writes Numerals 0-9 (memory)	+	●	+	●	+	+	●	●	+	●	●	+	+	+	●
Labels (written) sets 0-9	●	●	+	●	+	+	●	●	●	●	●	+	●	●	●

A GROUP MATRIX FOR MONITORING ACQUISITION OF PRE-ACADEMIC SKILLS

Adapted from *What's going on here?: A collection of exceptional practices in Idaho.* Eugene OR: Northwest Regional Resource Center, 1977.

FIGURE 3 Frequency Counts of Target Behavior

Date	*Frequency count of noncompliance*
3/5	~~1111~~ ~~1111~~ 1
3/6	~~1111~~ 1111
3/7	~~1111~~ ~~1111~~ 1111
(Initiation of token reinforcement of incompatible behaviors and response cost for each instance of noncompliance)	
3/8	~~1111~~ 11
3/9	1111
3/12	~~1111~~ 1
3/13	1111
3/14	1 1
3/15	1111
3/16	~~1111~~
(Add behavioral rehearsal to token system)	
3/19	11
3/20	11
3/21	0
3/22	1
3/23	0
3/26	0
3/27	0
(Begin fading token system)	
3/30	1
3/31	1
4/1	0
4/2	1
4/3	0

trieving the information is sometimes difficult, however, because the materials may be packaged by general skill areas (e.g., math activities) instead of specific skill areas (e.g., single digit addition). To facilitate the rapid retrieval of appropriate instructional activities, a skill file could be developed where all materials can be filed by specific skill and cross referenced to the skill sequences employed by the teacher in his or her classroom.

3. *Peer tutors/volunteers.* It is unreasonable to expect that a single teacher can provide the intense level of individualized one-to-one instruction exceptional children often require. Unfortunately, it may also be unrealistic to expect that a paid paraprofessional will be available in all special education programs. However, the resourceful teacher can do quite well by recruiting volunteer help. Through careful training and supervision, other student classmates or community volunteers (the children's parents, PTA groups, retired persons, other community service groups) can provide quality instructional experiences for exceptional children.
4. *Students as data collectors.* In the previous section, teachers were urged to regularly record student performance data. This is often a time consuming task, especially if the teacher is monitoring 18, 24, or 36 students, as sometimes is the case. Students can be taught how to accurately record their own performance data, however (Lovitt, 1973). Along with saving the teacher's time, data collected by students provide immediate feedback to students and help to involve them in a more meaningful way in their instructional plans.
5. *Transition activities.* For students who complete their assignments early and have nothing else to do, time that might have been spent engaged in a productive learning activity is lost. Some teachers have available procedures for students to follow when they have completed their assigned work and are awaiting the next scheduled activity. Such procedures may involve additional assignments, supplementary activities, or free time activities. Care should be taken to ensure that students do not view the additional assignments as a punishment for working diligently. Thus, additional reinforcement should be provided to students who make productive use of transitional time periods.
6. *Learning centers.* Learning centers can help to organize the activity and traffic flow in a classroom by concentrating on all the materials, resources, and instruction applicable to particular skill areas. A variety of learning centers can be created—reading, arithmetic, spelling, social studies, science, art, and so on. For additional information concerning learning centers, see Charles (1976), especially Chapter 9.

These suggestions represent only a few of the many ideas that have been tried relative to class-

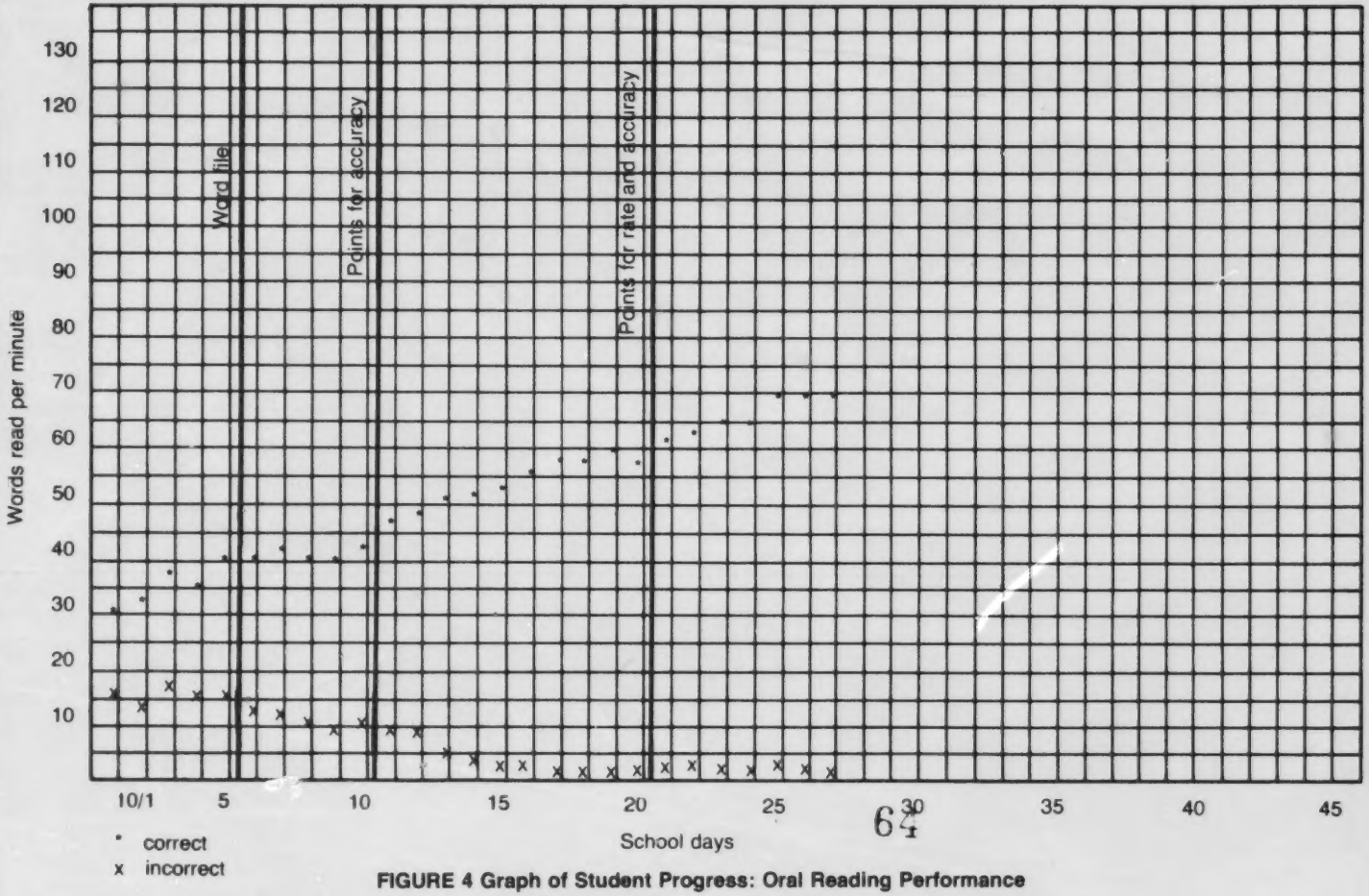


FIGURE 4 Graph of Student Progress: Oral Reading Performance

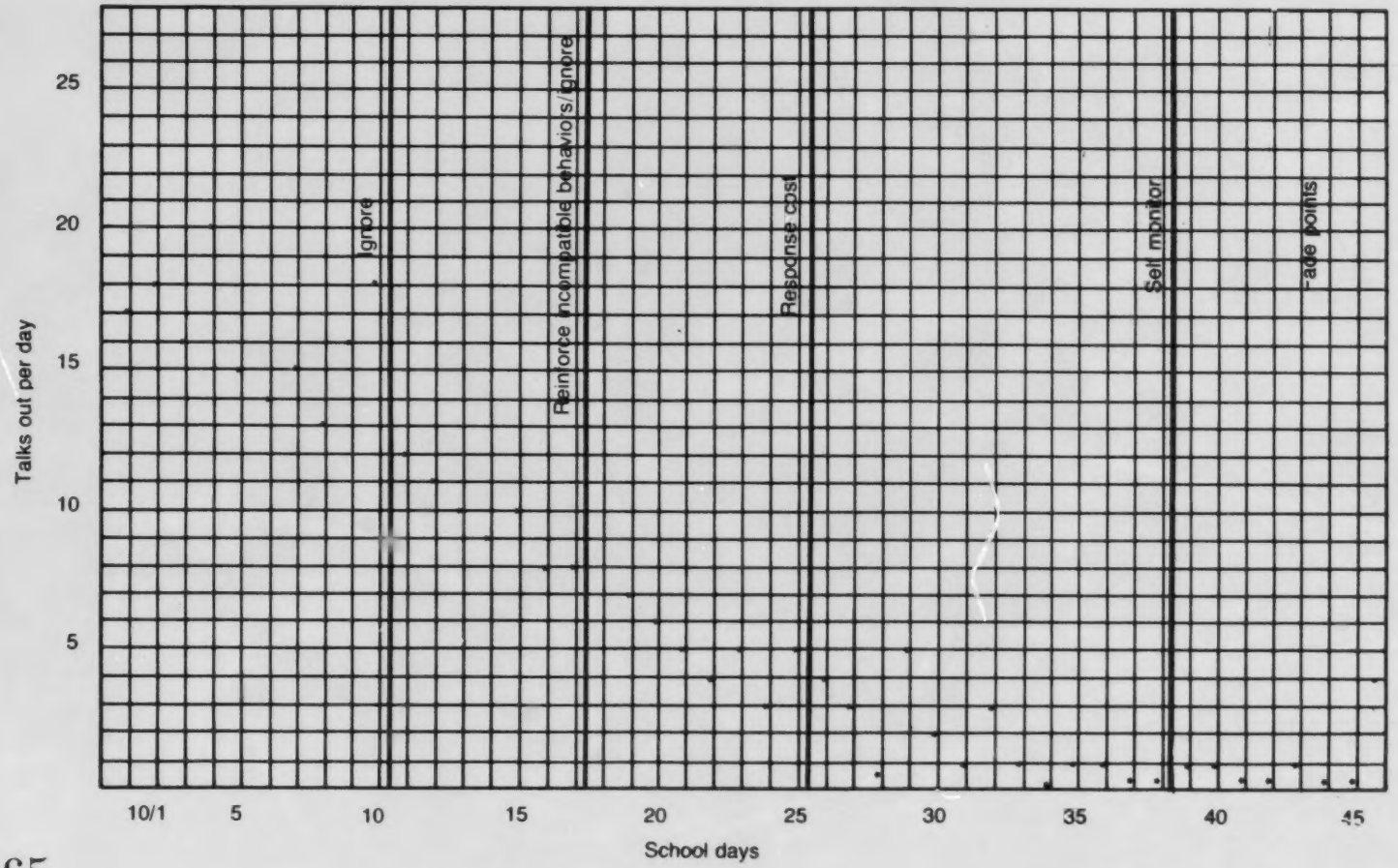
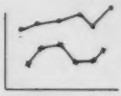


FIGURE 4 (Continued) Graph of Student Progress: Talking Out

FIGURE 5 Knowing When to Review/Revise

The data	*Decision*
	Declining corrects and increasing errors. Check reinforcement contingencies and follow through consistently.
	High corrects and high errors. Identify student errors and directly teach those skills

Adapted from: *What's going on here?: A collection of exceptional practices in Idaho.* Eugene OR: Northwest Regional Resource Center, 1977.

room management and organization. The initial effort required to implement management and organization procedures pays dividends in the long run to teachers (in terms of increased efficiency and enjoyment of the teaching situation and fewer logistical disruptions), and students (in terms of increased learning and positive reinforcement).

CONCLUSION

The IEP is only a form until it finds its way into the child's daily instructional program via the instructional plan. An IEP may look very impressive on paper, but the real payoff comes when it is implemented and has a positive impact on the exceptional student. The instructional plan provides an excellent opportunity for teachers to go beyond the IEP (and the law) to make a difference with exceptional children and youth.

Chapter 7
THE ANNUAL REVIEW

According to Public Law 94-142, schools shall initiate and conduct meetings to periodically review and, if appropriate, revise each child's IEP at least once a year. The annual review may be conducted at any time throughout the year at the discretion of the school (e.g., at the end of each school year, during the summer, just before the new school year begins).

PURPOSES OF THE ANNUAL REVIEW

While it is not a requirement of the law to systematically review a child's IEP more than once a year, it is assumed that conscientious teachers will regularly and continuously monitor the child's progress toward the short term instructional objectives and the annual goals throughout the school year. The annual review, however, provides a logical opportunity for the entire team to assess the impact of the IEP on the child's educational progress. Progress data can be presented and analyzed by the meeting's participants, which would include the child's parents. However, if progress has been uneven or erratic, more frequent reviews of the IEP may be necessary. In other words, team meetings should be held as often as necessary to review and, if necessary, revise the child's IEP.

Several questions should serve to guide the team's efforts in the annual review process:

1. *How can we measure the extent of the exceptional child's progress toward the goals and objectives stated in the IEP?* This question can be answered in a number of ways. Norm referenced assessment data, collected at the beginning of the school year and at the end of the school year, can be presented as an indication of progress. However, it must be remembered that standardized test scores may not always represent an accurate picture of the child's progress. Standardized test scores sometimes artificially inflate or deflate the child's true performance levels. Thus, it will be necessary to present other forms of progress data. For example, scores on criterion referenced tests may be employed. Continuous progress data collected by the child's teacher throughout the school year and recorded on graphs or charts would be especially useful at the annual review. Anecdotal records and observational data are other methods that may be employed to assess progress.
2. *Does the student still meet eligibility criteria for special education and related services?* Although the law requires that an evaluation of the child should be conducted at least every 3 years for the purposes of determining eligibility for special education and related services, it is conceivable that after a year in a special education program a child would no longer be eligible for special education services. The possibility of no longer being eligible for special education services should be welcomed since it probably means that significant progress has been achieved. The child may still have unique needs, but the needs are not so significantly different from the individual needs of other, nonexceptional children that they would require "specially designed instruction." It should be remembered by all team members, though, that the procedures used to "declassify" an exceptional child are the same procedures that were used to initially classify the child. Therefore, the

school should follow all appropriate due process and protection in evaluation procedures outlined earlier in this *Primer*.

3. *What are the team's recommendations for the child's continuing special education program?* If the annual review meeting determines that the child is still eligible for special education services, a focus of the meeting would be to assess the need for revising the previous IEP, both in terms of the special education and related services and the goals and objectives identified in the IEP. One of the first things that ought to be done is to make a new statement of the child's present levels of educational performance. Certainly there are few situations that would arise where the child's present level of performance would be identical to the performance level stated in the initial IEP. Based on the updated statement of current levels of performance, the revised IEP could contain new goals, retain unmet goals, or contain a combinaton of new and previously stated—but as yet unattained—goals. The determination of the short term instructional objectives would depend on the selection of the annual goals. However, previously unmet short term instructional objectives may be retained in the revised IEP or additional short term instructional objectives may be added to meet new or previously unmet annual goals.

Also, the team should assess the appropriateness of the current special education and related services provided to the child and, if appropriate, make alterations in those services. For example, a child may have been placed in a self contained special education program during the past year, but now it appears that it would be appropriate to place the child in a resource room setting and increase the amount of time spent in the regular classroom. This change would be documented on a revised IEP, if the parents agree with the decision.

CONCLUSION

Although a review of an exceptional child's IEP must be conducted at least annually, the entire team—teachers, parents, administrators—should be prepared to meet as often as necessary to review the appropriateness and effectiveness of the IEP. Such periodic reviews help to ensure that a coordinated program, matched to the individual needs of the child, is provided.

Chapter 8
THE TEACHER'S ROLE IN THE DEVELOPMENT AND IMPLEMENTATION OF IEP'S

Although the need for teacher involvement in the IEP process may seem self evident, teachers have not always been accorded equal status in the development of educational programs for exceptional children. In the past, other school personnel—administrators, psychologists, social workers, physicians—often made the educational decisions, which teachers were then expected to implement.

Public Law 94-142 mandates an active role for the teacher in the development and implementation of IEP's. The requirement for teacher involvement applies to both regular classroom teachers and special education teachers. Active teacher involvement in the IEP process ensures that the individual most responsible for implementing the provisions of the IEP has a voice in its development. The purpose of this chapter is to discuss the specific roles and responsibilities of both regular and special education teachers, outline areas of mutual interest and involvement, and identify competencies necessary to work successfully with exceptional children.

ROLES AND RESPONSIBILITIES OF THE SPECIAL EDUCATION TEACHER

While there is great diversity among the various categories of exceptionality, the skills and responsibilities that special education teachers should possess are similar across all categorical areas:

1. *Assessment skills.* Every special education teacher should be able to assess the educational needs of the children with whom they work. This is not to suggest that the special education teacher should assume the role of the educational diagnostician or school psychologist. However, a special education teacher should not forfeit all assessment responsibilities to the school psychologist either. In fact, the more involved a teacher is in the collection of assessment information, the more likely it will be that the teacher will understand and use the information gained to plan an appropriate program. Even if other school personnel conduct the bulk of the assessment, teachers should be familiar with assessment instruments and procedures so they can understand the results and assist in the interpretation of the results in terms of their implications for classroom procedures.
2. *Planning skills.* This refers to a teacher's skill in translating the assessment data into a realistic and relevant educational program that is responsive to the needs of the exceptional child. Before the teacher can develop goals and short term instructional objectives, however, she or he must be thoroughly familiar with the relevant curricular areas as well as the developmental aspects of child learning. Knowing *what* to teach is at least as important as knowing *how* to teach.
3. *Intervention skills.* Once the IEP is developed, it must be implemented. Effective implementation requires careful selection of the intervention strategies that will be used to achieve the IEP's goals and objectives. This involves such issues as instructional materials, grouping of students, behavior management, and motivational procedures.
4. *Monitoring skills.* Once the intervention strategies have been selected and implemented, the teacher must be willing and able to eval-

uate the program's effectiveness, determining whether or not the intervention strategies produce the desired changes in the child's performance. Equally important is the ability to know when and how to change or modify the intervention strategies based upon the child's performance data.

5. *Knowledge of legal requirements.* Special education teachers must be knowledgeable about Public Law 94-142 and other related statutes or regulations. It is not sufficient to rely on school administrators for interpretations of the law's requirements. Many times it will be the responsibility of the special education teacher to inform other individuals (parents, principal, counselor, regular classroom teacher) in their school about the law.
6. *Parent communication skills.* It is difficult to conceive of a situation where an IEP could be successfully implemented without parental understanding, support, and involvement. As the frontline implementor of the IEP, it is the special education teacher who works with parents by keeping them regularly informed of their child's progress and by enlisting their assistance as needed. Clearly, special education teachers must actively encourage and cultivate the development of home-school partnerships.
7. *Consulting skills.* For many exceptional children, the special education teacher is not their only teacher. Regular classroom teachers may often be responsible for a part of the total educational program. Special education teachers should be prepared to offer assistance to regular classroom teachers regarding any or all aspects of the child's program. The assistance offered may range from specific advice regarding the selection of appropriate instructional materials to moral support and positive reinforcement for their efforts (see the "Working Together" section later in this chapter).
8. *Interdisciplinary cooperation skills.* On occasion, the special education teacher may have the opportunity to work with professionals representing disciplines other than education—medicine, psychology, social work, vocational rehabilitation. The knowledge and skills to work within the context of an interdisciplinary team are important attributes and the overall success of the IEP often depends on them.

ROLES AND RESPONSIBILITIES OF THE REGULAR CLASSROOM TEACHER

Public Law 94-142 states that *the child's teacher* is to participate in the development of the IEP. Although this requirement is often interpreted to mean the special education teacher, in many cases the child's teacher may be the regular classroom teacher. In fact, some states go beyond the stated requirements of the law and require both special and regular teachers to participate in the development of IEP's.

Attending the IEP meeting is but one aspect of a regular classroom teacher's involvement in the IEP process. Regular classroom teachers identify and refer many children who may be eligible for special education services. They may assist in the assessment process by collecting observational data or work samples, completing checklists, and organizing anecdotal records. They work with other professionals in jointly planning, implementing, and evaluating the IEP. They communicate with parents of children regarding ways to facilitate progress. Finally, whenever an exceptional child is placed in a regular classroom, the responsibility of the regular educator for that child is the same as for any other child in the classroom. This involves not only teaching the child academic skills and/or subject matter content, but also helping exceptional and nonexceptional children to work and play together in a positive way.

To work effectively with exceptional children in the regular classroom, regular educators may have to learn some new skills such as becoming familiar with special learning aids (braille typewriters, tape recorders), operating special prostheses (hearing aids, wheelchairs, braces), or using special instructional materials (large print textbooks, talking books). Classroom teachers may also need to emphasize creative ways of employing individualized instructional techniques. Planning and using such strategies as peer teaching, learning centers, contracts, and learning activity packets are several potentially effective techniques that could be used by the regular classroom teacher. For more specific information regarding these strategies, the reader is encouraged to see Turnbull & Schulz (1979) and Affleck, Lowenbraun, & Archer (1980). Reynolds and Birch (1977) have also identified several other instructional procedures or "pointers" that are effective with all students, exceptional and nonexceptional alike (Figure 1).

FIGURE 1 Generic Instructional Procedures

1. Undercutting: Beginning a little below where the child is.
2. Using direct experience.
3. Helping the child set the pace of learning.
4. Employing principles of reinforcement systematically.
5. Giving the child choices.
6. Encouraging constructive divergent thinking.
7. Giving children chances for leadership.
8. Using peer instruction.
9. Using pupil feedback.
10. Giving prompt feedback to pupils.
11. Moving from familiar to unfamiliar.
12. Modeling behavior.
13. Using reviews meaningfully.
14. Helping pupils learn how they learn.
15. Limiting extraneous stimuli.
16. Invoking the high interest/low difficulty principle.
17. Being consistent.
18. Observing the child closely.

SOURCE: Reynolds and Birch (1977), pp. 463–477

WORKING TOGETHER

More often than not, an exceptional child is taught for at least a portion of the day by both a regular classroom teacher and a special education teacher. In this situation, the question of "ownership" is often raised. That is, who is ultimately responsible for the child's IEP? The answer is that both the regular educator and the special educator are jointly responsible for the child's program. While specific responsibilities may differ, the goal for both the regular educator and the special educator is to teach the child in a way that promotes maximum growth and in a manner that leaves neither the special educator nor the regular classroom teacher with the idea that the responsibility is his or hers alone.

A truly cooperative arrangement requires the establishment of close working relationships between regular educators and special educators. Whatever suspicion and distrust may be present must be replaced by mutual respect and understanding of each other's skills and problems. The physical and psychological barriers that sometimes have separated regular and special education need to be removed to allow productive interchanges and sharing to occur. Special educators should be willing to share their knowledge of specialized instructional procedures with regular educators, but at the same time should recognize that regular educators have special skills or insights that would be useful to them. Regular educators should be willing to recognize the special educator as a potentially valuable ally and resource and should not be reluctant or embarrassed to ask for assistance when needed.

When the special education teacher acts as a resource or consultant to the regular classroom teacher, the success of the arrangement often hinges on the communication skills of the individuals involved. The special educator who "knows it all" (or acts as if the regular classroom teacher knows little) is not likely to be asked for help another time. Successful collaboration can only occur when both special educators and regular educators view each other as skilled and dedicated professionals with individual strengths and teaching styles.

To be effective resource consultants to regular classroom teachers, special education teachers first must recognize that people are more likely to go along with a decision if they perceive that they have been meaningfully involved in the formulation of the decision. Thus, special educators should work with the regular classroom teachers to define and assess the problem, set goals and objectives, and discuss and select alternatives for meeting the goals and objectives. Special educators should attempt to elicit alternative solutions from the regular teacher by continually probing the teacher to consider the potential consequences—positive and negative—of each proposed solution. This kind of problem solving approach to consulting with regular classroom teachers may take more time, but in the long run it is more likely to produce the desired effect—positive growth for the exceptional child.

To provide for special education/regular education cooperative working relationships requires an administrative arrangement that provides the necessary resources and time. Some districts employ special educators who are full-time consulting teachers. Some districts include in the resource teacher's role description a statement regarding the consulting or resource role. On the other hand, some districts encourage the special education teacher to serve as a resource to regular classroom teachers but do not provide the opportunity to do so because the special education teacher is required to provide direct service to exceptional children throughout every hour

of the school day. Obviously, if special educators are to serve as a resource to regular educators, they need to have time available during the school day to observe in the regular classroom, to meet with regular classroom teachers, and, perhaps, to actually demonstrate teaching procedures in the regular classroom. It would be unrealistic to expect the special educator to act as a resource or for the regular classroom teacher to seek assistance before or after school hours or only on personal time.

SPECIAL AREAS OF CONCERN

Now that the IEP provisions of Public Law 94-142 have been in effect for approximately 4 years, it is possible to identify problems that are of particular concern to both special education and regular classroom teachers. Several of the more relevant issues are discussed in this section.

Which teacher should attend the IEP meeting? As mentioned previously, if possible and where applicable, both teachers—regular and special—should attend the IEP meeting. However, according to recent Office of Special Education guidelines, at least one member of the IEP team should be qualified in the child's area of suspected disability. If a handicapped child is enrolled in both regular and special education classes, the special education teacher should attend the IEP meeting, if only one teacher can attend. Also, if a child's primary handicap is a speech impairment, the child's regular teacher is not required to attend the IEP meeting. In all cases where the child's regular education teacher does not attend the IEP meeting, he or she should be informed about the IEP (usually by the special education teacher) or actually receive a copy of the IEP itself.

What unique problems do secondary school teachers face? Stewart and Turnbull (1980), in writing about "The Individualization Barrier of Secondary Education," stated: "Individualized education can become *impossible education* at the secondary level if legal requirements are not specifically adapted to the organizational structure, teacher concerns, and student needs characteristic of secondary education" (p. 9). Among the problems and issues identified were the conflict between subject matter orientation of secondary teachers and the IEP's child orientation, the lack of attention to the needs of secondary educators in handicapped personnel preparation programs, role ambiguities, and lack of reinforcement and administrative support for secondary teachers' involvement in the IEP process.

Among the possible solutions to deal with the problems of implementing IEP's in secondary schools are:

1. Use more varied instructional methods to achieve the instructional goals and objectives of the subject matter (Stewart & Turnbull, 1980). For example, acquiring information through the use of audiovisual media or instructional games may be more productive than traditional text reading or class lecture methods. Providing the student with learning strategies designed to facilitate success in the secondary school is a technique that has recently attracted favorable attention (Alley & Deshler, 1979).
2. Teacher training programs in special education have traditionally focused on younger, elementary aged students. It is clear that teacher training programs have devoted insufficient attention to the problems of educating exceptional adolescents (Miller, Sabatino, & Larsen, 1980). It is also clear that renewed efforts must be undertaken to design both preservice and inservice training programs for the secondary special educator that will focus on issues unique to the secondary setting such as curricula, methods and materials, vocational education, relationship building, leisure skills utilization, consumer education, and social skills training. (See, for example, Wood, 1979.)
3. To deal with the problem of role ambiguities, Stewart and Turnbull (1980) suggested the following:

> Job descriptions must be stated for clarity of expectations. Shared responsibility is antithetical to the territorial nature of the secondary school teacher and the compartmentalized organization of typical secondary schools. The resource-classroom teacher coordination could be assuaged through written job descriptions and a clear delineation of responsibility on the IEP . . . . These measures protect teachers' rights, provide a coordinated effort, and gain efficient services for students. (p. 10)

Another issue of special concern to secondary educators—both regular and special—relates to the IEP meeting. A secondary aged exceptional child usually has a number of teachers. In general, it would be inappropriate for six or seven of the child's teachers to attend the IEP meeting. Those who do not attend the actual meeting should be informed about or receive a copy of the IEP developed at the meeting.

How accountable are teachers for achieving the IEP's goals and objectives? This was mentioned in Chapter 1 and is worth mentioning again. The IEP is not a "performance contract." Teachers will not be held liable if the growth specified in the IEP does not occur. Reasonable, good faith efforts in teaching exceptional children are required.

Is inservice training available to regular and special education teachers? Public Law 94-142 places the responsibility for inservice training of teachers on the states by requiring the development and implementation of a comprehensive system of personnel development (CSPD). In implementing the CSPD, states shall ensure that all inservice training programs include the use of incentives to increase teacher participation (released time, stipends, academic credit, recertification credit), the involvement of local staff in the planning and delivery of the inservice training, and the use of innovative inservice practices that have been found to be effective. The intent of the CSPD is to provide inservice for teachers with information and training regarding promising educational practices for use with exceptional children.

Inservice training programs are available to both special education teachers and regular classroom teachers (as well as administrators, ancillary personnel, parents, volunteers, and paraprofessionals). The content of inservice programs should be based on the expressed needs of those receiving the training. Programs may range from a basic overview of exceptional children or the legal rights of handicapped people to the actual use of innovative instructional procedures or materials in the classroom. (See Baker, Calkins, & Strout, 1979, for an annotated description of inservice training projects funded by the Office of Special Education's Division of Personnel Preparation.)

COMMONALITIES BETWEEN SPECIAL EDUCATORS AND REGULAR EDUCATORS

This chapter has discussed the roles of the special education teacher and the regular classroom teacher in the development and implementation of IEP's. It is appropriate, therefore, to conclude with a brief discussion of the similarities between the roles of special education teachers and regular classroom teachers and how the competencies required to teach exceptional children do not significantly differ regardless of the educational setting.

There is increasing recognition that the competencies required to teach exceptional children are the same as those required to teach non-

exceptional children. Indeed, it has been suggested that "good management approaches with nonexceptional learners tend to be good management approaches with exceptional learners" (Hewett & Watson, 1979, p. 332). Hewett and Watson continued by identifying several effective methods that appear to apply to both special education and regular education: repetition, one-to-one teacher-child contacts, emphasis on relationship building, individualization of the curriculum, specificity in the use of rewards and punishment, and systematic record keeping. In the same vein, another example of generic teacher competencies has been provided by Reynolds, who identified 10 "clusters of capabilities" that all teachers who work with exceptional children should possess (Figure 2).

Perhaps the most important similarity between special education teachers and regular education teachers is the recognition that their role involves many complex tasks. Developing, implementing, and monitoring IEP's for 5, 10, 20, or 30 exceptional students may often seem overwhelming. However, as Turnbull and Schulz (1979) stated, "with proper planning and assistance, individually tailored programs are possible, practical, and desirable" (p. 104). To provide planning and assistance, support for the teacher is critical; it is unfair and unreasonable to assume that even the most dedicated and com-

FIGURE 2 Clusters of Capabilities for All Teachers

1. *Curriculum.* The preparation of all teachers should include the study of and first hand experience with curriculum principles, guides, and structures from preschool through secondary school levels.
2. *Teaching basic skills.* The preparation of all teachers should include necessary elements to assure competency in teaching the basic skills (defined to include literacy, life maintenance, and personal development skills).
3. *Class Management.* All teachers should be proficient in class management procedures, including applied behavior analysis, group alerting, guiding transitions, materials arrangement, crisis intervention techniques, and group approaches to creating positive affective climate.
4. *Professional Consultation and Communications.* It is essential now that all teachers have opportunities to master the knowledge and practices involved in effective consultation and other forms of professional communication.
5. *Teacher-Parent-Student Relationships.* All teachers should have skills and sensitivity for dealing with parents and siblings of handicapped students.
6. *Student-Student Relationships.* All teachers should be able to convey to students the attitude that they bear some responsibility for their social environment and must be willing to help one another.
7. *Exceptional Conditions.* All prospective teachers should have preparation in understanding exceptional children, in school procedures for accommodating children's special needs, and in the functions of specialists who serve exceptional children.
8. *Referral.* Teachers need to learn the procedures for referrals, the responsibilities involved, and the ways to capitalize on referral sources in behalf of better education for individual pupils.
9. *Individualized Teaching.* All teachers should be competent in the assessment of the individual student's educational needs and in adapting instruction to the individual.
10. *Professional Values.* Such values are required on a moral basis for anyone involved in teaching; but they are undergirded by codes of ethical behavior established by the teaching profession and in law. Teachers in training should be oriented to ethical codes regarding their responsibilities to individual pupils.

SOURCE: Reynolds (1980), p. 5

petent teacher can do the job alone. Adequate instructional resources, planning time, and tangible support from other school personnel are all directly related to the degree of success teachers will achieve in working with exceptional children.

Chapter 9
THE PARENT'S ROLE IN THE DEVELOPMENT AND IMPLEMENTATION OF IEP'S

Previous chapters have dealt with the functions of the various professionals who are responsible for the planning and implementation of a child's IEP. While some reference has been made in those chapters to the roles and responsibilities of the parents, this chapter is designed to highlight aspects of IEP development and implementation specifically for parents of a handicapped child.

ASSUMPTIONS ABOUT PARENTS

In attempting to determine what role parents ought to play in the development and implementation of IEP's, it is first necessary to review some basic assumptions about parents of exceptional children.

1. Parents monitor, guide, and act as a resource for a set of personal values that they hope their children will incorporate into their own life styles. While parents realize that they do not have total control over their children's lives, they share a partnership with the school in developing and implementing their child's IEP.
2. Parents of an exceptional child have a wealth of valuable information about their own child that others probably do not have. Parents are an important resource when they are able to share this information with the school.
3. If parents passively defer to the school's judgment and recommendations regarding their child's IEP, this does not automatically mean that they are shirking their responsibility or do not care. Many parents who feel that the school knows best may, in fact, actually be intimidated by the school. This type of thinking is not the basis for a productive relationship. Schools should be sensitive to the preconceived image parents may have of them and attempt to dispel such opinions. At the same time, parents should recognize their own ability as it specifically relates to promoting the well being of their own child and they should resist being overwhelmed by school personnel.
4. Most parents are very interested in what their children are doing in school and in what they can do to help their children learn. School personnel sometimes forget this important point. As Hofmeister (1977) said,

   > Because we think of education as a process that occurs in schools, we forget that parents are also teachers. While school personnel often debate whether or not parents should be involved, the reality is that they inevitably are involved . . . . Taking the parent into partnership to educate a child is not an extra, it is the essence. (pp. 1, 7)

5. Like all other people, the behavior of parents will be largely determined by the behavior of others toward them. Treated with respect, they will respond in kind. Dealt with honestly and fairly, they will be honest and fair with the school. Meaningfully involved in decision making, they will be more likely to support the decisions related to the education of their child.

RIGHTS OF PARENTS

Perhaps one of the most far reaching achievements of Public Law 94-142 was the declaration

that parents of exceptional children are full and equal partners in the development and implementation of their children's IEP's. The law spelled out numerous rights that were to be accorded all parents of exceptional children. For example, the following guarantees are expressly stated in the law:

- Written notification before evaluation. In addition, the right to an interpreter/translator if the family's native language is not English (unless it is clearly not feasible to do so).
- Written notification when initiating or refusing to initiate a change in educational placement.
- Opportunity to present complaints regarding the identification, evaluation, placement, or the provision of a free appropriate education.
- Opportunity to obtain an independent educational evaluation of the child.
- Access to all relevant records.
- Opportunity for an impartial due process hearing including the right to: (a) receive timely and specific notice of the hearing; (b) be accompanied and advised by counsel and/or individuals with special knowledge or training in the problems of handicapped children; (c) confront, cross examine, and compel the attendance of witnesses; and (d) present evidence, such as the written or electronic verbatim record of the hearing and written findings of fact and decisions.
- The right to appeal the findings and decisions of the hearing.

While the rights guaranteed by Public Law 94-142 are extremely important, parents should also be aware of other, more basic human rights. For example, Markel and Greenbaum (1979) have suggested that parents of exceptional children should exercise the following rights as they strive to improve their child's educational program:

- the right to ask for and receive explanations from professionals
- the right to refuse inappropriate requests or pressures without feeling guilty, selfish, or ignorant
- the right to express opinions and be heard with the same respect and consideration accorded others
- the right to lobby singly or in groups for changes in existing laws and for creation of new services necessary for the education of the handicapped
- the right to "shop around" for the kind of professional advice and evaluation the parent respects and considers appropriate for the child
- the right to hope and work for some improvement in the child's functioning without being told that the parent does not accept the child's limitations (p. 10)

MEANINGFUL INVOLVEMENT

Meaningful parental involvement in the IEP process occurs in at least three areas: identification and referral activities, the IEP meeting, and home intervention.

Identification and Referral

Sooner or later, parents realize that their child has some unique learning needs. The person who confirms or identifies that there is a problem (whether labeled specifically at this point or not) often varies. For example, depending on the type and severity of the problem, a doctor may be the first person to mention something. A teacher or other school personnel may express concern to the parent. Many times the parent may be the one who initially identifies the problem. It is also possible that the child may ask for help.

It is not as important who initially identifies the problem as it is important to try to understand why. What was observed that led to concern? It is advisable for parents to start a notebook at this stage. It is easy to forget conversations or events that may be useful later. A notebook can help organize thoughts, keep everything in one place, and serve as a reminder of what has been done for the child.

There are many kinds of information about their child parents will discuss with professionals. The following four types of information might help parents organize a notebook:

1. *Informal behavior observations.* These will include parental observations as well as those of any professionals in contact with the parents. Frequently, children behave and/or react very differently at home than they do at school. A parent's observations are important and should be recorded. They could be meaningful and well worth sharing at a later date.
2. *Formal assessment.* These observations are available to parents from the child's school as well as from doctors. Any medical, educa-

tional, or psychological test results should be entered into the notebook. Any questions about these reports should be listed, including terms used and the person who conducted the assessments. The answers should be noted so that they may be referred to at a later time.

3. *Significant discrepancies.* Sometimes there is a difference between what a test says a child can do or what a parent knows a child can do and what the child is actually achieving. These discrepancies should be noted for subsequent discussion.
4. *Intervention attempts to date.* Any attempts that have been made to address the child's problem should be noted. The relative effectiveness of the intervention efforts should also be logged.

In some cases, parental awareness of their child's problem may not occur until someone in the school makes a referral for a preplacement evaluation. At that time, as discussed in the chapter on assessment, the school would contact the parents by seeking permission to conduct the evaluation. It is here, also, where the school would inform the parents of their rights in the evaluation process.

Parents should remember that a request for assessment information does not necessarily mean that a child will require special education. Perhaps remedial help or modifications in the regular program will suffice. However, if parents have concerns at this stage in the IEP process, they should make sure that opportunity is provided to ask questions and to have them answered. Parents need to be certain that they understand the ramifications of their actions. Asking questions should not be viewed as a hindrance to the IEP process.

The IEP Meeting

Public Law 94-142 carved out an active role for the parent in all phases of the IEP process, especially in the development and review of the IEP.

Parents should be contacted by the school regarding the proposed date and time for the meeting. Although the law states that the meeting must be at a mutually convenient time, parents should try to be as flexible as possible. However, if the time and date proposed by the school is unacceptable, the parents should say so and provide the school with several alternative acceptable times from which to choose. Regardless of when the meeting is held, once the parents agree to a meeting, they must make every effort to attend.

Prior to the meeting, the school must notify the parents about the purpose of the meeting and also let them know who else will be at the IEP meeting (i.e., the name and position of each person who will be attending). The school must also inform parents of their right to bring other participants to the meeting. At the IEP meeting itself, parents and school personnel will review relevant information regarding the child, make a determination of whether the child is eligible for special education, and develop the following components of the IEP:

- The child's present level(s) of educational performance.
- The annual goals and short term instructional objectives the child will be expected to achieve.
- The special education and related services the child will receive to implement the IEP.

When working with professionals to establish goals and objectives for their child, parents should keep in mind that they have much to contribute. In fact, the school's team members should be actively soliciting opinions from the parents. Also, parents should sensitize themselves to the differences between being "talked to" and "discussed with." If the former case is true, the parents should clearly signal school personnel that they have some information they would like to discuss. In the same vein, if parents sense the school staff are talking very little because they have their eye on the clock, they could suggest that the meeting be rescheduled "when everybody has enough time to devote to the task."

At the meeting, parents will also be provided more information about their child's disability and any special education and related services needed to implement the IEP. Parents should understand the present level of educational performance and be aware of the annual goals and short term instructional objectives. Where will the child be placed? Are there alternatives to this placement? Have provisions been made for the child to be with nonhandicapped children? Parents will also want to know when and how the effectiveness of the IEP will be evaluated and how they will be informed of progress.

When developing the IEP, parents should be alert to opportunities for potential involvement in the implementation of the IEP in the home. They should indicate that they are willing and able to assist in helping their child at home. Asking for and discussing specific activities that can be undertaken at home is an especially valuable use of time at the meeting.

Parents should also be aware that the school staff has probably had at least one informal staffing regarding their child prior to the IEP meeting. This is permissible and desirable. However, parents should know that it is highly inappropriate for the school to present a fully developed IEP to the parents at the IEP meeting. The IEP meeting is not a meeting where parents passively ratify the school's recommendations. Such an approach significantly distorts the intent of Public Law 94-142 for active parental participation in all major decisions regarding the education of their children. Similarly, it would be just as inappropriate for the parents to bring an IEP that they developed without the benefit of the school's involvement.

At the conclusion of the meeting, the parents will be asked if they approve of the IEP. They may also be asked to sign the IEP. While the parents' signatures on the IEP are not required by the law, an IEP signed by all individuals involved in its development would accomplish the following:

a. The use of signatures is one way to document who has been in attendance at this meeting.
b. If the parents sign the IEP, this is a way to indicate that they approve the child's "program".
c. If the agency representative signs the IEP, the parents have a signed record of the services that the agency has agreed to provide. (*DAS Information Bulletin #64*, May 23, 1980, p. 19)

It should be noted that if parent signatures are used to indicate approval of the program, the school must inform the parents that this does not mean the parents cannot withdraw their approval at any time and request another IEP meeting.

In summarizing this section on parental involvement in the IEP meeting, it is probably accurate to say that parents of exceptional children will be as involved in the meeting as they want to be *and* as school personnel encourage them to be. Some schools have strongly encouraged and solicited meaningful parental involvement in the IEP process. For example, the Mt. Pleasant (Michigan) School District has conducted a series of IEP workshops for parents of exceptional children in an effort to familiarize parents with the IEP process in general and other related issues such as assessment, curriculum, and instructional materials. In addition, the district provided parents with the type of notebook referred to earlier in this chapter, "Parent Partnership at School." The record book allowed parents to note informal assessment information, to list goals, and to keep track of "special memories and milestones." Also included were information pertaining to other human service agencies and a glossary of terms.

In the same manner, the Exceptional Child Center at Utah State University provided parents with a brochure entitled "What to Know Before You Go to Your IEP Session" (see Figure 1). Another district in Utah asked parents to complete a questionnaire (Figure 2) after each IEP meeting. The resulting data were used as part of an ongoing program to upgrade the quality of IEP meetings and facilitate parental involvement. Again, the intent of each of these exemplary practices was to intentionally maximize parent involvement to the ultimate benefit of the exceptional child receiving services.

Home Intervention

One of the more encouraging developments in special education over the last decade has been the increased recognition given to the parent's role in the education of exceptional children. Especially since the enactment of Public Law 94-142, schools now recognize that parents not only play a vital role in advocating for their children's right to an education and in securing appropriate services, but also are an important instructional resource in carrying out the IEP. Turnbull (1978) identified five reasons why parents of exceptional children are a valuable instructional resource:

(1) parents typically are powerful reinforcing agents,
(2) parents know their children better than others and generally spend more time with their children than do professionals,
(3) the effectiveness of intervention can be increased if parents follow up at home on the skills being taught at school,

WHAT TO KNOW BEFORE YOU GO

To Your I.E.P. Session...

AFTER THE MEETING:

After the IEP meeting is over, your job as parent is not finished. You should follow your child's progress in school throughout the year.

1. Every child's IEP must be reviewed once a year. You may request a review more often if you feel it is necessary. It might be useful to ask for a report on what is happening every three months to be sure you know what kind of progress your child is making.
2. If your child is not progressing in a certain program, discuss it with the teacher. If it appears that the child is not learning a particular task, a careful look should be made to determine if the IEP should be modified.
3. Be assertive. Don't let others plan for you without your input. You need not settle for poor or inadequate services. If you find your child's problems are ignored, that trained teachers or appropriate materials do not exist, take action. Demand changes in keeping with your child's right to an appropriate education.
4. Again, remember due process. If your efforts to work with your child's teacher or school administrator fail, you should request a due process hearing to protest in the areas of identification, evaluation, placement, or the provision of a free appropriate public education.
5. Don't try to do this alone. Join a parent group. As allies, you can work together and add strength to a broader effort to implement and strengthen existing laws.
3. Make a list of your child's behavior which could interfere with the teaching process. Indicate what methods you have found successful in dealing with these behaviors.

   "When Billy throws a tantrum, I have found that ignoring him is the best way to get him to stop."

   "My child is very fearful of people who wear glasses."

   "My child's favorite TV program is _____. I often work with him just before that program and use that TV show as his reward for working hard."
4. Bring any information the school may not already have. For example:

   Medical Records
   Past School Records
   Test/Evaluation Results

   Remember, reports do not say all there is to be said about a child. You should describe your child as fully and accurately as possible. You may want to write down some real-life experiences that demonstrate your child's ability to perform certain tasks.
5. The law permits parents to bring other people to the IEP meeting. Such people may include a friend who is familiar with the IEP process, such as someone with a special education background, who knows your child, or an attorney who knows the legal rights to which your child is entitled.

WHILE YOU ARE THERE:

Remember that you know your child better than anyone else. Present the list you prepared beforehand, and do it with confidence. Be open-minded as suggestions are offered by other members of the child study team, but don't be intimidated. If you feel you are right, don't be afraid to say so.

1. Make sure the goals and objectives are clear-cut and specific. This will help insure that everyone teaching your child is working toward the same goal. For example:

Non-Specific	Specific
Ronald will improve in language.	Ronald will say his name when asked, "What is your name?"
	Ronald will recite the alphabet with no more than five errors.
	Ronald will learn to **verbally make** the following requests, using one word: potty, drink.
2. Ask what is defined in your state's plan regarding related services (e.g., physical education, speech therapy, etc.
3. Be firm about what training you feel is important for your child. If you do not understand certain things the school staff is discussing, say so. Ask them to explain in terms you can understand.
4. Ask what you can do at home to support school programs. Request that you be told immediately of any problems which may arise. If possible, arrange regular visits with the teacher to discuss your child's progress.
5. You have a right to see reports of assessments and evaluation results on which the school staff has based their recommendations.
6. If you feel the IEP is inappropriate, harmful, or incomplete, make your objections known. You should not sign the IEP if it does not meet your approval. This is one reason past records and data are so important. They help you demonstrate where your child is and what is needed next.
7. If you and the school staff do not reach an agreement over your child's IEP program, ask to have another meeting, allowing time for you and the staff to gather more information and data. You may even want to meet individually with certain staff members to clarify your position. Again, remember you are allowed to have an advocate present at such a meeting.
8. If after a second meeting there is still a conflict over your child's program, you should ask for a **due process hearing.**

YOU GO · BEFORE YOU GO

Before you go to your IEP meeting, there are certain things you can do to help insure that your child will receive the best education and training possible.

1. Write down what your child can already do. For example:

   "Johnny goes to the bathroom when he needs to, although he requires help getting trousers up and down."

   "Mary attempts to feed herself, but still needs assistance with scooping."
2. List three to five tasks you think your child should learn during the year. These may be items that will make life easier for you as a parent or skills that are required several times per day. (List the most important skills first.)

   "Johnny will learn to pull trousers down and up when he goes to the bathroom."

   "Mary will learn to scoop during self-feeding."

   "Joe will learn to say his name, address, and phone number."

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The EXEMPLARY SERVICES PROJECT

For Further Information:

Sebastian Striskel, Ph.D.
Director

801-
750-1980

E.S.P.

FIGURE 1 Parent Brochure

FIGURE 2 Parent Questionnaire

To what extent do you agree:	*Strongly Agree*	*Agree*	*Uncertain*	*Disagree*	*Strongly Disagree*
1. You liked being involved in planning your child's school program.					
2. You felt the staff seemed to be genuinely concerned about your child.					
3. All important decisions were made by other members of the team before the IEP meeting.					
4. Other team members encouraged you to ask questions you were most concerned about.					
5. Your ideas were seriously considered by the other members of the team.					
6. You felt nervous and uptight during the meeting.					
7. Parents need a voice in deciding what and how their children learn in school.					
8. You felt isolated by the rest of the group.					
9. Meetings such as this will improve communication between parents and school staff.					
10. The other members of the team talked down to you.					
11. You really felt like an effective member of the school planning team for your child.					
12. You continually felt that you had to defend yourself and your child.					
13. As a result of this meeting you feel you can make an important contribution to your child's school progress.					
14. No one asked for your opinion on anything.					
15. The IEP was all filled out ready for you to sign.					

16. The suggestions and recommendations of other team members were clear and easy to understand. _____ _____ _____ _____ _____

17. You left the meeting with clear cut suggestions as to what you can do at home to help your child in school. _____ _____ _____ _____ _____

18. Meetings such as this will help your child in school. _____ _____ _____ _____ _____

19. Everyone blamed you for your child's problems in school. _____ _____ _____ _____ _____

20. The school is trying to shift their responsibility on to you. _____ _____ _____ _____ _____

21. The purpose of this meeting was to fulfill a requirement only. _____ _____ _____ _____ _____

22. Too much responsibility was placed on you in the meeting. _____ _____ _____ _____ _____

23. Your child can help you assess his/her strengths and weaknesses. _____ _____ _____ _____ _____

24. Your child can contribute to planning his/her goals for school work. _____ _____ _____ _____ _____

25. Your child can express an opinion about whether he/she agreed to the work suggested in the meeting. _____ _____ _____ _____ _____

26. Your child should be included in the next IEP meeting. _____ _____ _____ _____ _____

27. The involvement of your child in setting goals will increase his/her motivation toward achieving them. _____ _____ _____ _____ _____

28. The most important person in the IEP meeting should be the child. _____ _____ _____ _____ _____

29. Other members of the team put you at ease and made it easy for you to respond. _____ _____ _____ _____ _____

30. You will gladly set aside time for IEP meetings for your child in the future. _____ _____ _____ _____ _____

Comments:

(4) teaching children at home is cost effective, and
(5) parents receive gratification from contributing to the development of their child. (p. 470)

Recognition of the parent's instructional role has led to an increase in the availability of programs that involve the parent in various aspects of home intervention. Table 1 presents a sample of programs that have been designed for parents. A number of the programs listed are designed to increase the parents' behavior management skills (e.g., *What Do I Do Now?, Living with Children*). Some of the programs, however, are designed for parents to use directly with their exceptional child (e.g., *Toilet Training, Training for Independence*).

Another approach to parent training is home based intervention (Shearer & Shearer, 1976). This type of training is more frequently employed with parents of handicapped infants and preschoolers. In a home based training program, parents are taught to be the primary intervention agent for their child across a variety of practical behaviors (e.g., feeding, dressing, toileting, playing, language, motor). The primary value of a home based training program is that parents are able to acquire, under the direction of a competent specialist, the skills necessary to manage and teach their child those essential skills needed for independent functioning. For more information about the parent's role and the professional's role in home based intervention programs, the reader is encouraged to see "Making a Home Visit Is More Than Just Getting Your Foot in the Door" (Cadez, Morgan, Murray, & Porcella, 1979).

WHEN THERE ARE DISAGREEMENTS

In characterizing the nature of home-school contacts during the IEP process, Markel and Greenbaum (1979) warned that problems and conflicts may be inevitable:

- There will be problems, conflicts, and tensions, some not always avoidable or unnecessary.
- There will be gaps and lags in the time required for both parents and educators to learn and understand legislative mandates and to accommodate new attitudes and approaches within their decisionmaking process.
- There will be both positive and negative interactions—some in which the parent will feel successful and some in which the parent will feel despondent and frustrated. (p. 87).

If things do not work the way parents believe they should—for instance, if they are not allowed access to their child's files, if they are not included at the appropriate stages of IEP development or review, or if they reject the proposed IEP—there are steps parents can take. That is, if at any phase of the planning and programing process for their child parents feel that they are not getting cooperation, they should inform the appropriate school administrator that they are aware of their rights, that they are trying to accept the accompanying responsibility, and that they are anxious to have the school join them in identifying mutually satisfactory solutions to the particular problem.

Although Public Law 94-142 sets forth procedures for settling disagreements between parents and the school (i.e., an impartial due process hearing), it is recommended that alternative problem resolution approaches be taken first. For example, additional informal meetings could be arranged between the parents and school to attempt to reach a mutually satisfactory solution without going to a due process hearing. Another approach adopted by several states involves mediation. In mediation, an impartial party is informally asked or formally appointed to facilitate the negotiations between the parents and the school. The mediator's role differs from the due process hearing officer's role in that the mediator attempts to solve a dispute without passing a judgment that is binding on both parties. Considering the time and energy invested in a due process hearing, both parents and schools should carefully consider the advantages of additional attempts to settle the dispute without going to a hearing.

If the problem remains after everything possible has been done to solve it, parents should request a due process hearing. Specific procedures for an impartial due process hearing are set forth in Public Law 94-142. State laws and regulations differ widely with respect to the conduct of a due process hearing. If parents are unclear about the details of a hearing, they should contact their State Office of Education for clarification and assistance.

TABLE 1
Sample Programs for Use by Parents of Exceptional Children

Title	*Source*
1. *What Do I Do Now? Practical Ways to Develop Good Behavior in Your Child*	Argus Communications Niles, Illinois 60648
2. *Five Practical Behavior Guides* *Stop that Fighting* *Dinner's Ready* *Not 'Til Your Room's Clean* *No More Whining* *Because I Said So*	Research Press Box 317750 Champaign, Illinois 61820
3. *Training for Independence*	Developmental Learning Materials 7440 Natchez Avenue Niles, Illinois 60648
4. *CAMS (Curriculum Monitoring System)* *Receptive Language Program* *Expressive Language Program* *Motor Development Program* *Self Help Program* *Social-Emotional Program*	Walkers Educational Book Corporation 721 Fifth Avenue New York, New York 10019
5. *Learning Language at Home*	The Council for Exceptional Children 1920 Association Drive Reston, Virginia 22091
6. *Living with Children*	Research Press
7. *Parents Are Teachers: A Child Management Program*	Research Press
8. *Toilet Training*	Outreach and Development Division Exceptional Child Center Utah State University Logan, Utah 84322

Due process hearings are often emotionally charged and tension packed for both the parents and the school. Bateman (1980) offered the following advice to parents who are preparing for a due process hearing:

1. Be thorough. There is no such thing as overpreparedness. Underpreparedness can be fatal to your case.
2. Be organized. Hearings can and often do become lengthy and complex and occasionally confused. Failure to introduce a document or elicit a crucial bit of testimony can make it impossible for the hearing officer to render the decision you hope for. (p. 1)

Parents who have requested a due process hearing should contact one or more of the organizations listed in the next section of this chapter for advice and assistance. Another useful source for parents is the following brief guide: Barbara Bateman, *So You're Going to a Hearing* (1980).

ADDITIONAL RESOURCES

There are some additional resources that parents may make use of. The following suggestions are offered to parents as the beginning of a resource list.

1. Obtain a copy of Public Law 94-142 and the applicable federal regulations from your member of Congress.
2. Obtain a copy of your current state special education law and regulations from the special education division of your state department of education.
3. Review your district's local special education application and plan. It will contain district policies and procedures and how they work for you. This application is usually obtained from the local director of special education.
4. Identify active parent groups. Not only is it comforting to know you are not alone, but they can also provide "people resources" who can often identify other resources for you. For information regarding parent groups in your area, contact:

   The Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia 22091

   Alexander Graham Bell Association for the Deaf
   3417 Volta Place, N.W.
   Washington, D.C. 20007

   American Coalition of Citizens with Disabilities
   1346 Connecticut Avenue, N.W. #817
   Washington, D.C. 20036

   American Council for the Blind
   1211 Connecticut Avenue, N.W. #506
   Washington, D.C. 20036

   Association for Children with Learning Disabilities
   5225 Grace Street
   Pittsburgh, Pennsylvania 15236

   Epilepsy Foundation of America
   1828 L Street, N.W.
   Washington, D.C. 20036

   International Association of Parents of the Deaf
   814 Thayer Avenue
   Silver Spring, Maryland 20910

   National Society for Autistic Children
   1234 Massachusetts, N.W.
   Washington, D.C. 20005

   National Association for Mental Health
   1800 North Kent Street
   Rosslyn, Virginia 22209

   National Association for Retarded Citizens
   Post Office Box 6109
   2709 Avenue E East
   Arlington, Texas 76011

   National Association of Parents of the Deaf-Blind
   525 Opus Avenue
   Capitol Heights, Maryland 20027

   National Association of the Physically Handicapped
   6423 Grandville Avenue
   Detroit, Michigan 48228

   National Easter Seal Society for Crippled Children and Adults
   2023 West Ogden Avenue
   Chicago, Illinois 60023

   United Cerebral Palsy Association
   66 East 34th Street
   New York, New York 10016

5. Be informed. Obtain the most current literature on programs for exceptional children and their parents. The following is only a partial listing of literature that parents of exceptional children may find useful.

   Parents Are to Be Seen AND Heard: Assertiveness in Educational Planning for Handicapped Children (Authors: Geraldine Markel and Judith Greenbaum. Published by: Impact Publishers, Box 1094, San Luis Obispo, California 93406). Step-by-step procedures to assist parents in dealing assertively with educators, social workers, and other officials in the planning of an adequate educational program for the handicapped child.

   Parents Speak Out: Views from the Other Side of the Two-Way Mirror (Authors: Ann P. Turnbull and H. Rutherford Turnbull III. Published by: Charles Merrill, Columbus, Ohio). Written by professionals involved in programs

for the handicapped who are also parents of exceptional children. Each chapter offers a special view of the special problems associated with coping with the problems of a handicapped child and with a society often too reluctant to offer the services critically needed by exceptional individuals.

Let Our Children Go: An Organizing Manual for Advocates and Parents (Author: Douglas Bilken. Publisher: Human Policy Press, Box 127, University Station, Syracuse, New York 13210). Describes how parents of children with disabilities, and their allies, can fight for their own needs and rights.

The Exceptional Parent (Publisher: Psy-Ed Corporation, Room 700 Statler Office Building, 20 Providence Street, Boston, Massachusetts 02116). A bimonthly journal written for parents of exceptional children. Each issue deals with practical issues about the life and education of children, adolescents, and adults with disabilities.

6. Know who to contact if you are in need of legal assistance or advice regarding your child's educational program.

Closer Look
Box 1492
Washington, D.C. 20013

National Center for Law and the Handicapped
1235 North Eddy Street
South Bend, Indiana 46617

Children's Defense Fund
1763 R Street, N.W.
Washington, D.C. 20009

American Civil Liberties Union
84 Fifth Avenue
New York, New York 10011

Parents of exceptional children are often faced with many difficult questions and problems that arise from the moment they first discover that their child has a disability. All of these resources will assist parents to be informed of their rights and the rights of their child, so that the chances will substantially improve that he or she will receive a free appropriate public education.

Chapter 10
IEP's AND SCHOOL ADMINISTRATORS

Throughout this *Primer,* preferred practices designed to improve the IEP process have been recommended. Before such recommendations can be implemented, however, decisions have to be made that often involve a commitment of resources. It is usually an administrator who makes the final decision regarding a school's policies and procedures. The purpose of this chapter, therefore, is to discuss several issues that significantly relate to the ultimate success of the IEP process and upon which school administrators—superintendents, special education directors, building principals—can have a direct and positive impact.

STAFF DEVELOPMENT

There can be no doubt that the overall success of the IEP process is greatly dependent on the knowledge, attitude, and skills of the school's professional staff—both special educators and regular educators. Assessing educational needs, writing IEP's, working cooperatively with professionals and parents, and implementing and evaluating IEP's are but a few of the many important tasks required.

To accomplish these tasks, staff development programs must be instituted. Thus, the school's comprehensive system of personnel development (CSPD) plan takes on added importance. What the administrator thinks the staff need and what the staff say they need may be quite different. Thus, the wise administrator must carefully assess the training needs of his staff and involve them in planning all staff development efforts. Other staff development issues to be considered include the identification of the training providers (locally based trainers often have a built in advantage over "outside experts") and the incentives available to the recipients of training (released time often is more important than college credit or stipends).

There is no one method of inservice training that is effective for all staff development programs. Some teachers prefer self instructional packages, others may prefer didactic lecture approaches, while others may opt for formats providing opportunities for active involvement (simulations, role playing, problem solving exercises). As much as possible, such individual differences and preferences should be accommodated in planning and delivering inservice training. A careful needs assessment prior to initiating the inservice program is an important first step in identifying the type of staff development program teachers prefer.

Since Public Law 94-142's inception, there has been a steady increase in the level of staff development programs related to exceptional children. There has been an especially noticeable growth in programs aimed at preparing regular educators to work effectively with exceptional children (e.g., *Project STRETCH—Strategies for Training Regular Educators to Teach Children with Handicaps.* Northbrook IL: Hubbard Publishing, 1979). Over the last few years, the Division of Personnel Preparation (DPP) in the Office of Special Education and Rehabilitative Services has targeted a significant proportion of its discretionary funds to regular education inservice projects. The DPP has also created the National Inservice Network which is designed to facilitate the coordination and dissemination of special education inservice activ-

ities throughout the country. For additional information concerning inservice programs related to exceptional children, the interested reader should contact either your state education agency, the Division of Personnel Preparation/Office of Special Education (400 Maryland Ave., S.W., Washington, D.C. 20202), or the National Inservice Network (Indiana University, School of Education, Bloomington, Indiana 47405).

There are also resources available for school administrators who are seeking additional information and training for themselves related to the education of exceptional children and the IEP process. The following list is just a sample of the resources available to school administrators:

1. *Clarification of Public Law 94-142 for the School Administrator.* Philadelphia, PA: Research for Better Schools, 1980. This guide outlines and summarizes the provisions of P.L. 94-142 that are of the most concern to school administrators. It also provides sources of further information on service delivery, inservice training, mainstreaming, and parent relations.
2. *Special Education Administrative Policies Manual.* Reston, VA: The Council for Exceptional Children, 1977. This notebook provides a comprehensive compendium of policy statements and administrative procedures related to P.L. 94-142.
3. National Association of State Directors of Special Education (NASDSE),1201 Sixteenth Street, N.W., Suite 610E, Washington, D.C. 20036. NASDSE is an organization that provides workshops in a variety of topical areas. It also has an extensive publications list of interest to school administrators.

STAFF RETENTION

Several times earlier in the *Primer,* mention has been made of the impact the IEP process has had on school staff in terms of increased time and energy demands. There is mounting evidence that suggests special education teachers are "burning out" with increasing frequency, at least in part due to the requirements imposed by Public Law 94-142. This trend should be viewed with alarm by all school administrators, who should quickly realize how difficult it is to maintain program quality when staff morale is low and staff turnover high.

There are several actions an administrator can take as preventive measures to deal with the problem of staff retention. Providing support, encouragement, and reinforcement to special education staff members is critically important. Staff development programs that are responsive to expressed staff needs are necessary. As mentioned previously, offering "burnout prevention" workshops may be very useful. Streamlining paperwork requirements may result in improved staff morale also, as would providing additional in-school time for teachers to complete the necessary forms and planning associated with the IEP process. Other ways administrators could assist teachers in dealing with the problems associated with job related stress were identified in a paper published by The Council for Exceptional Children entitled, "Burnout or: Don't Make an Ash of Yourself":

1. Providing extra support to new staff. The Orleans Parish (LA) schools have inaugurated a corps of teacher advocates with whom new teachers can discuss curriculum and discipline concerns.
2. Hiring aides, substitute teachers, or clerical help to assist in the increased responsibilities of P.L. 94-142, such as attending placement meetings and consulting with other teachers. Along these lines, Prince George's County (MD) has instituted a floating faculty whose members spend several weeks helping with reading instruction. The floaters free teachers to attend workshops, then work with them in the classroom. Additional expenses of hiring personnel can be justified by diminishing turnover and increasing staff productivity.
3. Restructuring schedules to improve efficiency. This could range from simply using daily bulletins to preclude the need for after school meetings to the more radical action of encouraging job sharing.
4. Encouraging sabbaticals, role modifications, and transfers to allow staff a change in environment.
5. Emphasizing efficiency in complying with P.L. 94-142 by alloting time, money, and staff involvement to reexamine forms and procedures.
6. Providing support systems, including counseling, for burnout prevention or

treatment. Such a venture was undertaken by the Chicago Teachers Union which organized a self-help teacher health program. Trained volunteers work with 10 to 15 teachers in groups having either a specific problem focus or a general discussion format.

7. Considering ways to motivate teachers. . . . There should be some administration incentive—at the very least social reinforcement—for outstanding teaching.
8. Encouraging a positive social climate in the school. A yearly retreat for the faculty is one way of laying the groundwork for cooperation. (p. 5)

PARENT INVOLVEMENT

If asked, many school administrators would readily admit that they would much rather have their parents *with* them than *against* them. It is axiomatic that the effectiveness of a special education program will be in direct proportion to the skills and commitment of the school staff and the organized involvement of the parents of the children served.

Administrators should set the tone and the direction for the rest of the school staff to follow concerning parent involvement in the IEP process. Parent involvement should be strongly encouraged and actively sought. Making personal followup telephone calls to parents to invite them to IEP meetings would probably yield dividends in terms of increased parental involvement. Many districts have operated successful training programs for parents that have addressed issues ranging from an orientation to Public Law 94-142 to actually carrying out aspects of the instructional program in the home. Through such efforts, school districts soon learn that parents can be valuable allies, instead of potential adversaries, in the IEP process.

INVOLVING REGULAR EDUCATORS

A recurring theme throughout this *Primer* has been that the responsibility for educating exceptional children is a total school responsibility, not just the responsibility of the special education program. The least restrictive environment principle has had and will continue to have a profound impact on a district's regular education program.

Involving regular educators means that staff development programs must be made available to regular classroom teachers, based on their expressed needs. Administrative arrangements that allow for interactions between special education personnel and regular education personnel must be formalized, complete with precise role descriptions explaining the resource role of the special educator.

Administrators must also deal with a question that is even more fundamental to the issue of regular education involvement in the IEP process. Providing regular educators with training designed to increase teaching skills is vitally important, but is potentially an empty exercise if regular educators do not accept the basic premise upon which the training is offered. That is, if the practice of educating exceptional children with nonexceptional children is to achieve its full potential, then not only must regular educators possess the technical skills to teach exceptional children in the mainstream, but they must also possess the belief that it is the right thing to do. Administrators can help shape the beliefs of regular educators by acting as advocates for exceptional children; demonstrating an interest in their educational progress; and displaying a concern for, supporting, and reinforcing the efforts of all those involved in implementing IEP's for exceptional children.

ORGANIZING RESOURCES

Existing resources within the school district that are traditionally outside the realm of special education can add to the district's capacity to meet the needs of exceptional children. For example, often the school library or media center supplies special instructional materials, equipment, media, and other resources. Recommendations for the use of support services such as remedial reading or math instruction should be incorporated in the district's policies and procedures. A district may already have in effect such concepts as differentiated staffing, individually prescribed instruction, informal learning, instructional television, microteaching, modular scheduling, continuous progress, open classroom performance contracting, programed instruction, and open education. These practices should be used when applicable.

It will become increasingly difficult for administrators to keep track of all special education and related services that are required and specified in each IEP unless some mechanism is established to identify and follow the available re-

sources within the school district. Administrators of special education will want to make good use of this information in order to better plan for the resources that are or will be required as part of a child's IEP.

As existing district resources are identified, it may be appropriate to compile a resource inventory for planning purposes. The essential areas to identify include the types of programs, existing personnel, materials available, present instructional interventions, and current interagency services. Table 1 is a partial listing of the components of a sample resource inventory. Each district will be able to identify its own existing resources. Once the district's resources have been identified, this information should be widely circulated so that professional staff and parents can view what is and what needs to be included to provide the necessary resources to implement the educational services component of the IEP.

MONITORING IEP QUALITY

Monitoring IEP's for compliance purposes is extremely important. Has the IEP been written? Have all IEP components been completed? Are the services identified in the IEP being delivered?

Most current state and federal auditing and review practices emphasize a "yes/no" approach to monitoring compliance with the IEP provisions of Public Law 94-142. That is, if the IEP has been written, if the various sections have been completed, the program auditor may very likely say, "Yes, the IEP is in compliance." Rarely, however, does the program auditor make a judgment about the instructional quality or soundness of the information contained in the IEP.

Although monitoring IEP's for compliance with the law must continue, perhaps it is now time for federal, state, and local education agencies to devote more attention to monitoring IEP's from an instructional quality perspective also. There are many problems inherent in such an effort, however. Although more guidelines are currently available than ever before regarding qualitative aspects of IEP development, no official criteria have been developed that spell out in detail what an excellent IEP looks like, what a good IEP should contain, what a fair IEP contains, and so on. This is, as it should be, a local decision.

Throughout this *Primer,* practices intended to enhance the development and implementation of IEP's have been recommended. These practices have been organized in checklist form to be used as an IEP quality monitoring procedure. As can be seen from Table 2, the checklist covers all of the mandated contents of an IEP. Each of the separate components of the checklist is discussed briefly here.

A. *Present levels of educational performance.* The criteria identified in this section stress the importance of collecting specific assessment data that clearly identify the learning needs of an exceptional child.
B. *Annual goals.* The overriding concerns in the selection of the annual goals are that the goals are derived directly from the assessment data and that they identify priority needs of the students.
C. *Short term instructional objectives.* The keys to quality here are specificity and sequencing. Action verbs should specifically indicate the behavior to be performed. The sequencing of the objectives should reflect a carefully task analyzed "roadmap" from where the child is currently performing (present levels of educational performance) to where the team wants the student to be in 1 year (the annual goal).
D. *Objective criteria and evaluation procedures and schedules.* This component is often one of the more ignored aspects of the IEP process, and yet it is also one of the most important sections of an IEP. In order to determine whether or not the student is progressing satisfactorily, the information in this section must be thoughtfully and meticulously developed.
E. *Special education and related services.* The major thing to look for here is that the services have been identified without regard to the availability of the services. Of course, when an IEP is being monitored the reviewer should ascertain whether or not the services identified have actually been delivered.
F. *Extent of participation in regular education.* Most exceptional children ought to be able to participate to some degree in the regular education program. While each IEP should be judged on a case-by-case basis, a reviewer's suspicion would be justified if no regular education involvement was indicated for a mildly or moderately handicapped student.
G. *Dates.* The intent of this component is to ensure that the services are delivered when

TABLE 1
A Sample Resource Inventory

Program type	*Staff*	*Material resources*	*Instructional interventions*	*Interagency services*
Regular classroom	Teachers	Regular curriculum guides	Diagnosis	Human resources
Regular classroom with direct or indirect assistance (provide definition)	Consulting teachers	Special curriculum guides	Intervention	Physical health Mental health Vocational rehabilitation Family and child services
Itinerant	Itinerant teachers	Special equipment	Treatment	
Crisis intervention	Methods and materials and curriculum specialists	Special instructional materials	Therapy	Natural resources Recreation Lifetime sports
Resource room	Resource room teachers	Diagnostic material	Training	
Self contained	Special therapists Audiologists Speech therapists Physical therapists Occupational therapists Recreation therapists Music therapists Medical consultants Other		Programing	Intermediate school district Direct services Indirect services
Multisystem unit			Regular education	
Special center			Special education	State department of education Instruction Special education Vocational rehabilitation Federal programs Other
Private center, school		Other resources Curriculum modification Intraschool differentiated staffing	Reevaluation	
Homebound/hospital			Followup	
Residential	Support teachers Reading Math Other		Staff development	Other Special hospitals Special clinics Community service organizations
	Paraprofessionals			
	Counselors			
	Visiting teachers			
	School social workers			
	School psychologists			

TABLE 2
Checklist for Evaluating IEP's

	Yes	*No*	*Needs Improvement*
A. *Present levels of educational performance*			
1. Measures/procedures used to assess student possess sufficient reliability and validity for placement and planning purposes.			
2. Functional levels of performance pinpointed in terms of what student can and cannot do.			
3. Assessment data meet state or local requirements for classifying student as handicapped.			
4. Inferences, ill defined concepts, and terminology not used.			
5. Test scores not exclusively used to summarize performance levels.			
6. Summary statement clearly identifies most important educational needs.			
B. *Annual goals*			
1. Goals are directly related to needs identified in assessment summary.			
2. Goals are stated in terms of the student's behavior.			
3. Goals address the "unique needs" of the student (i.e., do they address the problems resulting from the student's handicap?).			
4. Goals are a realistic projection of 1 year's growth.			
5. Goals clearly communicate the specific direction of the student's educational program.			
C. *Short term instructional objectives*			
1. Objectives are written for each goal.			
2. Sufficient number written to direct progress toward annual goals (i.e., three to six objectives per goal).			
3. Objectives are written in specific, observable, and measurable terms.			
4. Objectives are logically sequenced.			
D. *Objective criteria and evaluation procedures and schedules*			
1. Criteria indicate how well student is to perform the behavior specified in the objective.			
2. Criteria selected are appropriate for evaluating performance.			
3. The conditions under which the student's performance of the behavior are clearly specified.			
4. Evaluation procedures (i.e., conditions) selected are appropriate for evaluating performance.			
5. Criterion referenced evaluation procedures are emphasized over norm referenced assessment procedures.			

TABLE 2 (Continued)

	Yes	*No*	*Needs Improvement*
6. Evaluation schedule provides for at least an annual determination of progress on objectives.			
E. *Special education and related services*			
1. All special education and related services needed by student are identified.			
2. Services identified are appropriate for type of problem identified.			
3. Amount of services to be delivered is identified (i.e., time).			
4. Appropriate physical education program is identified.			
5. Vocational education services are identified (if appropriate).			
F. *Extent of participation in regular education program*			
1. Recommendation conforms to least restrictive environment regulations (i.e., based on unique needs of student).			
G. *Dates*			
1. The dates for initiation of each service are clearly identified.			
2. The projected duration of each service is clearly identified.			
H. *Other*			
1. Is there evidence of active parental involvement in the IEP development and implementation process?			
2. Is there evidence of involvement of appropriate regular education personnel in the IEP development and implementation process (if appropriate)?			
3. Is there an instructional plan in place?			
4. Are objectives in the instructional plan more detailed than the objectives in the IEP?			
5. Is there evidence that student progress is being systematically and regularly monitored?			
6. Is there evidence that changes in instructional strategies have been made as a result of student progress data?			

promised and that the service is not continued indefinitely. The reviewer should determine that the IEP has been and is being implemented in conformance with the dates indicated.

H. *Other.* While the criteria listed in this category are not mandated components of an IEP, affirmative answers to each of the six questions are vital to the ultimate impact of IEP's on the growth of exceptional students. The need for parental involvement, regular educator involvement, and a systematically implemented and monitored instructional plan are best educational practices that have been advocated throughout this *Primer.*

Other criteria and checklists for evaluating IEP quality have been reported in the literature. The interested reader may wish to pursue this topic by investigating the following sources:

1. Porterfield, L. J., & Brown, R. C. Anatomy of an IEP training program. In B. Weiner (Ed.), *Periscope: Views of the individualized education program.* Reston VA: The Council for Exceptional Children, 1978.
2. Stephens, B., & May, D. Auditing the IEP system. In *Exploring issues in the implementation of P. L. 94-142: Developing criteria for the evaluation of individualized education programs.* Philadelphia PA: Research for Better Schools, 1979.
3. Gillespie, P. H. A planned change approach to the implementation of the IEP provision of P. L. 94-142. In *Exploring issues in the implementation of P.L. 94-142: Developing criteria for the evaluation of individualized education programs,* Philadelphia PA: Research for Better Schools, 1979.
4. Streifel, S. *Best practices manual.* Logan UT: Exceptional Child Center, Utah State University, 1980 (especially pp. 96-132).
5. *Discrepancy Digest,* 1980, *4* (6). (Describes a joint program of the Evaluation Training Consortium of Western Michigan University and the Kalamazoo Public Schools in which comprehensive IEP evaluation procedures are being developed and field tested.)

Chapter 11
THE IEP PROCESS: REMAINING ISSUES, PROBLEMS, AND PROSPECTS

Despite the compatibility of the IEP process with special education's long standing commitment to meeting the individual needs of exceptional students, implementation of the IEP provisions of Public Law 94-142 has not been automatic or easy. To claim otherwise would be to ignore the results of a number of studies reported since the first *Primer*, which have identified several significant problem areas related to the IEP process. However, it would also be highly inappropriate to ignore the real and substantial gains made over the past several years as a direct result of the IEP process.

Yet the fact remains that the IEP requirement since the very beginning has attracted a great deal of attention and not all of it has been complimentary. For example, some school officials have labeled the IEP requirement "a massive bookkeeping responsibility" for teachers and administrators. The National Education Association, in an excellent report entitled *Education for All Handicapped Children: Consensus, Conflict, and Challenge* (1978), expressed concerns over the significantly increased workload of teachers brought about by IEP's. The barrage of criticism led Safer, Morrissey, Kaufman, and Lewis (1978) to say,

> Passage of the law . . . was greeted with confusion, speculation, and consternation in many instances—much of this centering on the IEP. . . . Despite extensive literature, heavily promoted curriculum materials, and reoriented teacher training programs, individualized educational programming in many instances remains a concept rather than an operational reality. (p. 1)

The purpose of this chapter, then, is to examine the results of the implementation of the IEP provisions of P.L. 94–142 since its enactment. The review is intended to be illustrative rather than exhaustive. Studies that have examined the impact of the IEP requirement on the lives of exceptional children, their parents, and their teachers will be summarized. After the studies are reviewed, general conclusions will be drawn and recommendations for action will be offered. The chapter will conclude with a look to what the future holds for the IEP process.

SYNTHESIS OF RESEARCH FINDINGS

There have been relatively few studies reported in the literature that have systematically investigated the IEP process. Most of the studies to be discussed in this chapter have been descriptive in nature. That is, the investigations have not involved an experimental manipulation of specific variables related to the IEP process. Instead, the investigations have described the status of a particular aspect of the IEP process as it currently exists.

The studies selected for review are presented in Table 1. As can be seen, the studies relied heavily on interviews and responses to questionnaires as their primary source of data. The questionnaire used in the Morgan and Rhode (1980) study is found in Table 2.

A review of each of these studies yields several common findings that emerge from a synthesis of the data:

1. IEP's require a significant expenditure of time and energy, especially on the part of the

TABLE 1
Studies That Have Investigated Aspects of the IEP Process

Study	*Brief description*
Safer, N., Morrissey, P., Kaufman, & Lewis, L. Implementation of IEPs: New teacher roles and requisite support systems. *Focus on Exceptional Children*, 1978, *10* (1), 1–20.	"Project IEP" was designed to identify and clarify perceptions related to the roles of special education teachers in the IEP process. One thousand special education teachers in four states were interviewed.
Marver, J., & David, J. *Three states' experiences with individualized education program (IEP) requirements similar to P.L. 94–142*. Palo Alto CA: SRI International, 1978.	Two aspects of the IEP process were examined: (1) the process by which the IEP is developed, and (2) the written IEP itself. A total of 150 IEP's were analyzed and 200 interviews were conducted with parents, teachers, and administrators in Massachusetts, California, and Montana.
Nadler, B., & Shore, K. Individualized programs: A look at realities. *Education Unlimited*, 1980, *2* (3), 30–34.	One-hundred seventy-five persons (teachers, parents, students, administrators, and support personnel) who were directly involved in and affected by the IEP process were interviewed in New Jersey.
Price, M., & Goodman, L. Individualized education programs: A cost study. *Exceptional Children*, 1980, *46* (6), 446–454.	In a suburban Pennsylvania district 75 special education teachers were asked to systematically log all the time spent in the development of IEP's.
Goldstein, S., Strickland, B., Turnbull, A., & Curry, L. An observational analysis of the IEP conference. *Exceptional Children*, 1980, *46* (4), 278–286.	Using naturalistic observational procedures, a small sample of IEP meetings in three North Carolina school districts were analyzed to determine what actually happens at these meetings.
Morgan, D., & Rhode, V. Attitudes of Utah's special education teachers toward IEPs. In *Individualized education programs: A handbook for the school principal*. Logan UT: Department of Special Education, Utah State University, 1980.	In 1978 and again in 1980, 300 special education teachers in Utah responded to a 27 item questionnaire designed to assess their attitudes toward the IEP process.

teachers. According to Price and Goodman (1980), the average amount of teacher time involved in all aspects of IEP development (assessment, meetings, planning, writing) was 6½ hours per student.

2. Teachers view IEP development and implementation activities more as administrative and/or clinical tasks than as instructionally related tasks. Safer, et al. (1978) found that teachers felt that administering informal goals and short term objectives, notifying parents of meetings and obtaining consent, attending IEP meetings, and keeping records of pupil progress were examples of "noninstructional clerical tasks."
3. Teachers report, or display evidence of, a continuing need for training related to the development and implementation of IEP's. This is especially true in rural or sparsely populated areas.
4. Support from other school personnel is often lacking in quantity and quality. According to Nadler and Shore (1980), the level and quality of administrative support was a key deter-

TABLE 2
Questionnaire Used in the Morgan and Rhode (1980) Study

Instructions: On this page are some statements on Individualized Education Programs about which we all have beliefs, opinions, and attitudes. We all think differently about IEPs, and this scale is an attempt to let you express your beliefs and opinions. Respond to each item by indicating whether you strongly disagree (1), neither agree or disagree (4), or strongly agree (7) with the statement. If your degree of agreement is somewhere between 1, 4, and 7, mark the corresponding number in the series. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement. Try to respond and then go on. If you desire to make any comments about IEPs, space has been provided at the end of the questionnaire.

	Strongly Disagree			*Neither Agree or Disagree*			*Strongly Agree*
1. Parents do not know enough about education to effectively help in the development of the IEP	1	2	3	4	5	6	7
2. The IEP is one of the best things that has happened to the handicapped child.	1	2	3	4	5	6	7
3. IEPs are being developed haphazardly because not enough time is available to spend in developing them.	1	2	3	4	5	6	7
4. The IEP requirement has given special education teachers too much added responsibility.	1	2	3	4	5	6	7
5. My principal should take a more active role in the development of IEPs.	1	2	3	4	5	6	7
6. My reaction to the meeting at which the IEP was developed was very positive in terms of its relevance to instructional planning.	1	2	3	4	5	6	7
7. The total IEP process has done more good than harm for handicapped children.	1	2	3	4	5	6	7
8. Other school personnel have been very helpful to me in developing IEPs.	1	2	3	4	5	6	7

TABLE 2 (Continued)
Questionnaire Used in the Morgan and Rhode (1980) Study

9. The Federal Government has overstepped its authority by requiring the development of IEPs.	1	2	3	4	5	6	7
10. The regular classroom teacher has worked more cooperatively with me in *planning* a program for a handicapped child than before IEPs were required.	1	2	3	4	5	6	7
11. My IEPs couldn't have been adequately developed if it hadn't been for the help of the handicapped child's parent(s).	1	2	3	4	5	6	7
12. The regular classroom teacher works more cooperatively with me in *implementing* a program for a handicapped child than before IEPs were required.	1	2	3	4	5	6	7
13. IEPs should be developed for all children in school, handicapped and non-handicapped.	1	2	3	4	5	6	7
14. Because of IEPs, too much valuable teaching time is devoted to record keeping procedures.	1	2	3	4	5	6	7
15. If it wasn't for Federal and State regulations, I wouldn't develop IEPs.	1	2	3	4	5	6	7
16. The teacher who develops and follows his/her IEPs will have a greater degree of job satisfaction.	1	2	3	4	5	6	7
17. The IEP is one of the best things that has happened to special education teachers.	1	2	3	4	5	6	7
18. The meeting at which the IEP was developed was a waste of my time.	1	2	3	4	5	6	7
19. Getting the cooperation of parents in developing IEPs is very difficult.	1	2	3	4	5	6	7
20. IEPs help teachers better organize their instructional program.	1	2	3	4	5	6	7

TABLE 2 (Continued)
Questionnaire Used in the Morgan and Rhode (1980) Study

21. Getting the cooperation of other school personnel in writing IEPs is very difficult.	1	2	3	4	5	6	7
22. IEPs are too demanding on my time.	1	2	3	4	5	6	7
23. I could teach handicapped children just as effectively without IEPs.	1	2	3	4	5	6	7
24. Handicapped children learn more as a result of having IEPs developed for them.	1	2	3	4	5	6	7
25. Current Federal and State regulations concerning IEPs are unrealistic.	1	2	3	4	5	6	7
26. The IEP is another one of those educational innovations that "sounds good" on paper but, in reality, is impractical and unworkable.	1	2	3	4	5	6	7
27. In the development of the IEP, parents are not able to contribute to the selection of the goals and short-term objectives.	1	2	3	4	5	6	7

Circle the letter and/or fill in the blank where appropriate:

1. Sex: a. Male b. Female

2. Age:
   a. 20–25 years
   b. 26–35 years
   c. 36–45 years
   d. 46–55 years
   e. over 55 years

3. Grade level being taught:
   a. Elementary
   b. Junior High
   c. Senior High

4. Number of years teaching (regular and/or special education):
   a. 1–3 years
   b. 4–6 years
   c. 7–9 years
   d. 10–11 years
   e. 12 or more years

5. Number of years teaching SpEd only:
   a. 1–3 years
   b. 4–6 years
   c. 7–9 years
   d. 10–11 years
   e. 12 or more years

6. Type of class taught:
   a. self contained
   b. resource room
   c. itinerant
   d. other: _____

7. Exceptionality taught:

TABLE 2 (Continued)
Questionnaire Used in the Morgan and Rhode (1980) Study

a. LD
b. EMR
c. TMR
d. B/EH
e. other: _____
f. HI
g. VI
h. Speech
i. SMH

8. Indicate which teacher certificates you currently hold:
a. LD
b. EMR
c. TMR
d. B/EH
e. HI
f. VI
h. Com Dis
i. SMH
j. Elementary
k. Secondary
l. other: _____

9. From what university did you receive the bulk of the training related to your current position:
_____

10. Number of workshops attended on the IEP:
a. 0
b. 1
c. 2–3
d. 4–6
e. more than 6

11. Number of college courses taken which dealt with IEPs:
a. 0
b. 1
c. 2–3
d. 4–6
e. more than 6

12. Number of full-time aides:
a. 0
b. 1
c. 2
d. 3

13. Number of part-time aides, including cross peer tutors:
a. 0
b. 1–3
c. 4–6
d. more than 6

14. Do you team teach?
a. Yes
b. No

15. Indicate the degree of *active* cooperation and support you have received from the following personnel in the development of your IEPs (1=No cooperation/support; 4=Moderate cooperation/support; 7=Great deal of cooperation/support).

Special Education Director	1 2 3 4 5 6 7
Building Principal	1 2 3 4 5 6 7
Regular Classroom Teacher	1 2 3 4 5 6 7
Ancillary Personnel (school psychologist, speech therapist, etc.)	1 2 3 4 5 6 7
Parents	1 2 3 4 5 6 7

16. Use the space below for any additional comments you wish to make about a particular item on the questionnaire.

_____
_____
_____
_____
_____

minant in the success of the overall IEP process. In fact, the Utah IEP study (Morgan & Rhode, 1980) discovered that there was a positive relationship between special education teachers' attitudes toward IEP's and the amount of support teachers perceived they were receiving from school principals and regular classroom teachers.

5. Parental involvement is too often passive instead of active, although this is not always due to parental apathy. Both Marver and David (1978) and Goldstein et al. (1980) indicated that very little parental input was actively sought by school personnel, although parental attendance at IEP meetings was relatively high.
6. The technical quality of IEP's and the extent to which IEP's influence what happens in the classroom are low. Teachers felt that they could teach just as effectively and children would learn at least as much without IEP's. Perhaps the most distressing finding was that the written IEP seemed to be more important than the implemented IEP. In the words of Nadler and Shore (1980):

> Assessments were completed, reports were written, due process requirements were complied with, and the educational plan was written, only to be tucked away in the teacher's desk. . . . Failure to carry out the plan renders meaningless the efforts that went into its development. (p. 33)

Because of the limited data base available, it is difficult to make conclusive statements about the depth and breadth of these findings on a nationwide practitioner level. On the other hand, it would be inaccurate to conclude that the studies reviewed in this chapter, because of their limited number, do not reflect reality. Nothing will be gained in the long run if policy makers and program administrators ignore the possibility that problems exist with several aspects of the IEP and if they neglect to develop strategies to effectively address these areas of concern. Despite the fact that some of the research findings to date reveal problems with the IEP process, the benefit of such research is that it gives needed direction to those who are attempting to develop and try out solutions to the problems.

THE OTHER (MORE POSITIVE) SIDE OF THE COIN

It is also important to recognize that a significant number of positive benefits have been identified as a result of the IEP process. More exceptional children are now being served than ever before and there is more parental involvement in the process than previously. There is more awareness on the part of regular educators about the needs of exceptional children and the services available to meet their needs.

Another significant positive aspect of the IEP process is that now the special education teacher is provided an opportunity to have a major voice in the educational planning and placement process. Such decisions have in the past often been the purview of professionals other than teachers. Psychologists, physicians, social workers, and administrators often failed to adequately consider the skills of the teacher involved, the needs of children, the learning environment of the class, and the supportive resources required to achieve the child's instructional needs. Now that the teacher is an equal partner in program development, the child's program will reflect these considerations.

Full and active teacher involvement also has the advantage of establishing a common basis for understanding with the child's parents. Frequently, somebody other than the teacher had been the exclusive communicator with parents throughout the assessment and placement process. Teachers were in the position of either guessing what was told to parents by other professionals or being forced to clear up parent misunderstanding or confusion resulting from other contacts with professionals. It is more efficient and effective for the teacher to interpret the educational program directly through full involvement in the development of the IEP.

Another benefit relates to parental involvement. Educators have long recognized that parents can make an important contribution to the education of their child. This can occur in at least two ways. First, parents possess unique information about the development, nature, and needs of their child. After all, as educators say, the children are usually the school's responsibility for only 6 hours a day. Parents can, if provided with the opportunity, become effective partners with teachers in reinforcing activities and skill acquisition that has occurred during the school day.

Finally, the IEP requirement has increased the occurrence of systematic evaluation activities undertaken to assess the educational progress of students. Whether it is called accountability or data based instruction, the net effect is the same: there is a greater awareness on the part of school personnel for the need to carefully and

regularly keep track of the achievement of exceptional children. As a related collateral gain, many more instructional procedures and curricular materials (both commercially prepared and locally produced) have become available that are designed to assist school personnel in developing and implementing IEP's.

MEETING THE CHALLENGE

Based on the research findings presented in this chapter, future efforts at strengthening the IEP process should take the following directions:

1. IEP's were not intended to be cumbersome to teachers. Indeed, they were intended to reflect sound and proven practices for instructional planning. However, as one special education teacher said, "The IEP alone is not the straw that breaks the camel's back—it is the other eight forms!" Some teachers have expressed a need for a fulltime secretary to keep up with the various forms and paperwork required to serve a student in a special education program.

   It is very likely that the criticisms related to IEP paperwork are, at least in part, justified. For example, some districts require information on their IEP's that goes far beyond the requirements of the law, for example, a listing of parental concerns, the child's learning style, long term instructional objectives, specific teaching materials, and teaching procedures. In some districts, both a "total service plan" and an "implementation plan" are required. Some districts require more meetings than are required by the law. Special education policymakers, district administrators, and teachers should make a concerted effort to assess the kinds and amounts of paperwork required for serving a handicapped student and, where possible, to consolidate or eliminate unnecessary or redundant forms and procedures.
2. That the IEP process requires a considerable investment of time and energy cannot be disputed. What needs to be determined is whether the time demands are excessive. The Price and Goodman (1980) study was conducted during the 1977–78 school year, the first year of IEP implementation. Thus, research continues to be needed that will investigate the IEP process from a cost-benefit perspective for both the special education teacher and exceptional students. If it is determined that the costs are not in line with the benefits, then adjustments should be made, which may take the form of either additional training or increased support for teachers (e.g., released time, extended contract, reduced class size, paraprofessionals) in the IEP process itself.
3. The idea that the IEP should be and can be a useful vehicle for instructional purposes probably has not been widely accepted by teachers. Additional training should be pro-

vided to teachers that focuses on how to systematically translate the written IEP into the classroom program. Development of local curriculum guides and data collection and management systems should be an integral part of each district's staff development efforts and teachers must be actively involved in planning these kinds of activities. The use of portable microcomputers in the classroom is another alternative awaiting further investigation.

4. When a special education teacher is faced with such an important task as IEP development and implementation and receives little help from those who are required to participate in the development of the IEP, it may be expected that the teacher will feel frustrated and overburdened and, perhaps, develop negative feelings for the IEP process. It is imperative, therefore, that additional training be provided to those individuals who play an important role in the development of IEP's.

   Programs for principals and supervisors should be aimed at teaching them how to exercise the leadership required for effective team functioning and for providing the instructional support necessary to their staff, as well as rewarding their efforts and accomplishments. Regular classroom teachers require training directed at their role in working on a cooperative basis with the special education teacher in implementing and evaluating the IEP for exceptional children receiving services in the regular classroom.
5. Parents should also be provided training, which would not only focus on the procedural rights guaranteed by P.L. 94-142 but also stress specific ways they could become meaningfully and actively involved as equal partners in the development of their child's IEP. Mechanisms for promoting active and meaningful parent participation in the IEP process must be strengthened.
6. Teacher burnout is a "hot" issue in special education today (see, for example, the Winter 1980 issue of *The Pointer* and Weiskopf, 1980). There are a number of indications that some special education personnel are bending under the weight of Public Law 94-142. Higher attrition rates are one striking result, as well as data indicating that the IEP process may increase job related stress. Teaching teachers about the mechanics and logistics of IEP development and implementation probably will not totally solve the problem of burnout. More school districts should initiate burnout prevention or stress management workshops for all special education personnel as an adjunct to more traditional forms of staff development activities.

THE FUTURE

A recurring theme throughout this *Primer* has been that IEP's are a preferred instructional practice in special education. Exceptional children require carefully developed, systematically implemented instructional programs to maximize their potential for learning. There are probably many teachers who would write IEP's even if they were not required by federal or state laws.

The significant progress that has been achieved in the nation to implement the IEP requirements clearly demonstrates the commitment of professionals and parents to the future of exceptional children. However, change and innovation are often accompanied by an increased level of discomfort on the part of those most affected by the change. Recognizing the dynamics of the process of change, Edwin Martin, Assistant Secretary, Office of Special Education and Rehabilitative Services, Department of Education, placed the current status of IEP implementation efforts in proper perspective:

> It would be good to report that everything involved in this historic, really revolutionary change in American educational practice was working perfectly from the first day. No one really expects that logically, but emotionally it still is frustrating when things don't work without flaw, particularly when emotions and hopes are as high as they are in this program which has a major impact on children, parents and educators as well as on the public at large. With 4 million children, even if 95% were satisfactorily served, an exceptionally high rate of success, there still could be as many as 200,000 complaints. . . . So some level of concern will be inevitable. (1980, p. 4)

It is clear that much more needs to be learned about the IEP process. Certainly, one of the major questions to be answered is: How much more do children learn as a result of having IEP's developed for them? Other questions awaiting answers include: What are the crucial determinants of an effective IEP? What role can computers have in the IEP process? What level of detail is

required to produce optimal learning? What are the characteristics of teachers who are effective IEP developers and implementors?

Of course, there are many more questions to be asked and many challenges remain, but the progress observed to date is very encouraging. As more teachers, administrators, parents, and students gain more experience with the IEP process, more benefits will become evident. Although progress sometimes seems agonizingly slow, occasionally we need to glance backwards to realize how far we have traveled.

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Appendix A
Excerpts from the August 23, 1977 *Federal Register:* Implementation of Part B of the Education for All Handicapped Children Act

INDIVIDUALIZED EDUCATION PROGRAMS

§ 121a.340 Definition.

As used in this part, the term "individualized education program" means a written statement for a handicapped child that is developed and implemented in accordance with §§ 121a.341–121a.349.
(20 U.S.C. 1401(19).)

§ 121a.341 State educational agency responsibility.

(a) *Public agencies*. The State educational agency shall insure that each public agency develops and implements an individualized education program for each of its handicapped children.

(b) *Private schools and facilities*. The State educational agency shall insure that an individualized education program is developed and implemented for each handicapped child who:

(1) Is placed in or referred to a private school or facility by a public agency; or

(2) Is enrolled in a parochial or other private school and receives special education or related services from a public agency.

§ 121a.342 When individualized education programs must be in effect.

(a) On October 1, 1977, and at the beginning of each school year thereafter, each public agency shall have in effect an individualized education program for every handicapped child who is receiving special education from that agency.

(b) An individualized education program must:

(1) Be in effect before special education and related services are provided to a child; and

(2) Be implemented as soon as possible following the meetings under § 121a.343.

§ 121a.343 Meetings.

(a) *General*. Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's individualized education program.

(b) *Handicapped children currently served*. If the public agency has determined that a handicapped child will receive special education during school year 1977–1978, a meeting must be held early enough to insure that an individualized education program is developed by October 1, 1977.

(c) *Other handicapped children*. For a handicapped child who is not included under paragraph (b) of this action, a meeting must be held within thirty calendar days of a determination that the child needs special education and related services.

(d) *Review*. Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.

§ 121a.344 Participants in meetings.

(a) *General*. The public agency shall insure that each meeting includes the following participants:

(1) A representative of the public agency,

other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.

(2) The child's teacher.

(3) One or both of the child's parents, subject to § 121a.345.

(4) The child, where appropriate.

(5) Other individuals at the discretion of the parent or agency.

(b) *Evaluation personnel*. For a handicapped child who has been evaluated for the first time, the public agency shall insure:

(1) That a member of the evaluation team participates in the meeting; or

(2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

§ 121a.345 Parent participation.

(a) Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including:

(1) Notifying parents of the meeting early enough to insure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) The notice under paragraph (a) (1) of this section must indicate the purpose, time, and location of the meeting, and who will be in attendance.

(c) If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls.

(d) A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place such as:

(1) Detailed records of telephone calls made or attempted and the results of those calls.

(2) Copies of correspondence sent to the parents and any responses received, and

(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) The public agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

(f) The public agency shall give the parent, on request, a copy of the individualized education program.

§ 121a.346 Content of individualized education program.

The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance;

(b) A statement of annual goals, including short term instructional objectives;

(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

(d) The projected dates for initiation of services and the anticipated duration of the services; and

(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

§ 121a.347 Private school placements.

(a) *Developing individualized education programs*. (1) Before a public agency places a handicapped child in, or refers a child to, a private school or facility, the agency shall initiate and conduct a meeting to develop an individualized education program for the child in accordance with § 121a.343.

(2) The agency shall insure that a representative of the private school facility attends the meeting. If the representative cannot attend, the agency shall use other methods to insure participation by the private school or facility, including individual or conference telephone calls.

(3) The public agency shall also develop an individualized educational program for each handicapped child who was placed in a private school or facility by the agency before the effective date of these regulations.

(b) *Reviewing and revising individualized education programs*. (1) After a handicapped child enters a private school or facility, any meetings to review and revise the child's individualized education program may be initiated and conducted by the private school or facility at the discretion of the public agency.

(2) If the private school or facility initiates and conducts these meetings, the public agency shall insure that the parents and an agency representative:

(i) Are involved in any decision about the child's individualized education program; and

(ii) Agree to any proposed changes in the program before those changes are implemented.

(c) *Responsibility*. Even if a private school or facility implements a child's individualized education program, responsibility for compliance with this part remains with the public agency and the State educational agency.

Appendix B
IEP Resources

BOOKS, MONOGRAPHS, JOURNALS, MEDIA

Clarification of P.L. 94–142 for the administrator. Philadelphia PA: Research for Better Schools, 1980.

Clarification of P.L. 94–142 for the classroom teacher. Philadelphia PA: Research for Better Schools, 1978.

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SELECTED CURRICULUM GUIDES AND OBJECTIVE SEQUENCE BANKS

Program	*Publisher*
Briggance Diagnostic Inventory of Basic Skills; Briggance Diagnostic Inventory of Early Development; Briggance Diagnostic Inventory of Essential Skills.	Curriculum Associates 6 Henshaw Street Woburn MA 01801
Diagnosis: An Instructional Aid-Mathematics	SRA 259 East Erie Street Chicago IL 60611

Program	*Publisher*
Sequential Testing and Educational Programming (S.T.E.P.)	Academic Therapy 1539 Fourth Street San Rafael CA 94025
System FORE	FOREWORKS 7112 Teesdale Avenue North Hollywood CA 91605
Instructional Based Appraisal System: Objective Cluster Banks Volume 1: Mildly Handicapped Volume 2: Severely Handicapped Volume 3: Career Education Volume 4: Pre-vocational Skills Volume 5: Physical Education Volume 6: Science	Edmark Associates Box 3903 Bellevue WA 98009
Behavioral Characteristics Progression	VORT Corporation Box 11132 Palo Alto CA 94306
Student Progress Record and Curriculum Guide	Department of Human Resources Programs for Mental Retardation and Developmental Disabilities 2575 Bittern Street Salem OR 97310

APPENDIX C

SAMPLE IEP'S

SAMPLE IEP #1

Individualized Education Program ** SUMMARY and ANNUAL GOALS

name Randy Kennedy
address Route 1
school Maple Elementary
present placement 2nd grade (regular classroom)

birthdate 10/9/80
telephone 372-4100
initial placement date month 10 day 2 year 80
review date month 5 day 15 year 81

present levels of educational performance:

Frequent agressive behaviors directed toward peers (hitting, shoving, bullying); noncompliant--does not follow teacher's instructions; average of 26% appropriate, on-task classroom behavior; out-of-seat frequently; runs away from school 1-5 times per week; can do single digit addition and subtraction facts but with low rate and accuracy. Reads at pre-primer level-can say short vowel sounds and consonants; reads at a low rate (11 words/minute); does not finish assignments.

extent of participation in regular educational program:

Randy will remain in the regular classroom all day. Program to be provided by consult ng teacher and regular classroom teacher. Normal PE activities.

CHILD STUDY TEAM:

Principal -- Mr. Jones
Second Grade Teacher -- Mrs. Cooper
Teacher Consultant -- Mrs. Blake
Psychologist -- Mrs. London
Parents -- Mr. & Mrs. Kennedy

I/we have participated in the development of this program and approve of the placement.

Parent signature _____ Date _____

Parent signature _____

REVIEW SUMMARY

Team _____

**NOTE: All the IEPs in Appendix C comply with the provisions of P.L. 94-142. As long as the basic components are in order for compliance, IEPs can be written in a variety of styles and formats to facilitate individualization and personal preference.

date _____

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ANNUAL GOALS	SERVICES TYPE	SERVICES DURATION
1. Follow classroom rules (decrease acting-out behaviors).	Consultant teacher working with regular classroom teacher	through 1980-81 year; IEP should be reviewed in December, however, to assess effectiveness of program.
2. Improve peer social interaction skills (decrease socially negative/agressive behaviors).		
3. Acquire basic decoding skills.		
4. Improve basic addition and subtraction facts (through carrying and borrowing).		

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Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 1	PERSON RESPONSIBLE
Randy Kennedy	Following Classroom Rules	Blake/Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
1. Talk in a moderate tone of voice. 2. Follow teacher's instructions. 3. Remain in seat except when school work requires being out of seat. 4. Talk and play only at proper times. 5. Attend to teacher and/or work. CRITERIA: 80% of time observed for all objectives and maintain that level for four weeks.		These behaviors should be evaluated simultaneously. That is, the student should be expected to follow all the classroom rules, not just several. The best way to evaluate these objectives is through observation--either duration data or time sampling: a. Duration data: 3 or 4 times per week the teacher should observe the student for approximately 15 minutes using a stopwatch. The stopwatch should run as long as the student is following all the classroom rules simultaneously. As soon as the student breaks one of the rules, the watch should be stopped. Record the "start" time and the "stop" time to determine the total minutes observed. Divide the accumulated time on the stopwatch by the total minutes observed to	

continued -

Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 1	PERSON RESPONSIBLE
Randy Kennedy	Following Classroom Rules	Blake/Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
NOTE TO THE READER: These objectives and evaluation procedures have been adapted from the following program: Hops, H., Berckel, S.L., & Walker, H.M. Contingencies for Learning Academic and Social Skills--A Program for Acting-Out Children. Eugene, Oregon: Center at Oregon for Research in the Behavioral Education of the Handicapped, 1976.		calculate total % of rule-following behavior. b. Time-sampling: Use a device which can be set to sound a signal on an intermittent basis: e.g., kitchen timer, tape recorder. When the signal sounds, record whether the student is following all the rules at once. In the initial stages of the program, set the signal to sound 5 or 6 times per hour. NOTE: The teacher should also keep a frequency count of the following behaviors: (1) hurting or attempting to hurt another person, (2) destroying or stealing property, and (3) continual disobedience of teacher.	

Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 2	PERSON RESPONSIBLE
Randy Kennedy	Improve Peer Social Interaction	Blake/Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
1. Be polite and cooperative.		The primary method of evaluation for each of the objectives is observation. The observation can be done on several levels:	
2. Talk politely.		a) In a contrived role-playing or behavioral rehearsal situation.	
3. Be helpful and considerate of others.		b) In actual social contexts (playground, cafeteria, free time).	
4. Wait for his turn.		The teacher should use the objectives as a checklist on a weekly basis to rate the student's performance on each of the behaviors as:	
5. Cooperate with his classmates.		1. consistently demonstrated	
6. Ask permission before borrowing.		2. inconsistently demonstrated	
CRITERIA: The desired level of performance is for the student to demonstrate each of these behaviors consistently over an extended period of time and to refrain from engaging in the following aggressive behaviors (no more than 2 times/week).		3. not demonstrated at all	
1) Bossing or pestering others		Plot frequency counts of aggressive behaviors on a graph.	
2) Taking others' things without asking			
3) Grabbing things away from others			
4) Hitting, shoving, pushing, or hurting others			

continued -

Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 2	PERSON RESPONSIBLE
Randy Kennedy	Improve Peer Social Interaction	Blake/Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
The rate of occurrence of these behaviors should decrease to near zero as the positive behaviors increase in consistency.			
NOTE TO THE READER: These objectives and evaluation procedures have been adapted from the following program: Walker, H.M., Street, A., Garrett, B., & Crossen, J. Reprograming Environmental Contingencies for Effective Social Skills (RECESS). Eugene, Oregon: Center at Oregon for Research in the Behavioral Education of the Handicapped, 1978.			

Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 3	PERSON RESPONSIBLE
Randy Kennedy	Acquire Basic Decoding Skills	Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
1. Says all consonant sounds at 60/minute correct with no errors for 3 consecutive days.		See Instructional Plan	
2. Says all vowel sounds at 60/minute correct with no errors for 3 consecutive days.			
3. Says c-v-c (mixed short vowels) at a rate of 50/minute correct with no more than 7 errors for 3 consecutive days.			
4. Says sight words from Dolch Pre-Primer and Primer list with 40% accuracy and a rate of 40/minute correct or 5 consecutive trials.			
5. Says cc-v-c words (mixed short vowels) at a rate of 40/minutes correct with no more than 2 errors for 3 consecutive days.			
6. Says cc-v-c words (mixed long vowels) at a rate of 40/minute with no more than 2 errors for 3 consecutive days.			

Continued

Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 1	PERSON RESPONSIBLE
Randy Kennedy	Acquire Basic Decoding Skills	Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
7. Read orally from a 1[2] Reader at a rate of 50 correct/minute with no more than 2 errors for 3 consecutive days.			

Individualized Education Program — SHORT TERM INSTRUCTIONAL OBJECTIVES

PUPIL	ANNUAL GOAL NO. 4	PERSON RESPONSIBLE
Randy Kennedy	Improve Basic Addition and Subtraction Skills	Cooper

SHORT TERM INSTRUCTIONAL OBJECTIVES	DATE STARTED	NOTES	DATE MASTERED
1. Adds 1 digit plus 1 digit (no regrouping)		CRITERIA: 90% accuracy on daily probes for 3 consecutive days	
2. Adds 2 digits plus 1 digit (no regrouping)			
3. Adds 2 digits plus 2 digits (no regrouping)		Also, see Instructional Plan	
4. Adds 3 digits plus 3 digits (no regrouping)			
5. Adds 2 digits plus 1 digit (regrouping)			
6. Subtracts 1 digit minus 1 digit			
7. Subtracts 2 digits minus 1 digit			
8. Subtracts 2 digits minus 2 digits			
9. Subtracts 3 digits minus 3 digits			
10. Subtracts 2 digits minus 1 digit (regrouping)			

SAMPLE IEP #2

INDIVIDUALIZED EDUCATION PROGRAM PLAN *

Sample 6

Student's Name: Matthew Shapiro
Grade/Program: Grade 4
Birth Date: August 27, 1967
Teacher(s): Mr. Jackson
Present Date: September 30, 1977
School: Kennedy Elementary School

Primary Assignment(s)	Date Started	Expected Duration of Services	Special Media or Materials
Regular education 4th grade with resource room attendance (2 times per week, 2½ hours each time)	10-24-77	June, 1978	

Reason for Assignment(s):

Matthew is working above grade level in all academic areas. The resource room will provide him with the enrichment activities he needs to explore, develop, and use higher levels of thinking in science and mathematics.

Services:

Bus transportation	10-15-77	On-going
Physical education	10-15-77	On-going

Dates for review and/or revision of the Individualized Education Program Plan: September 25, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: Madeline Costanzo—Supervisor of Programs for the Mentally Gifted/Talented

* *SOURCE: An Introduction to Individualized Education Program Plans in Pennsylvania Guidelines for School Age IEP Development.* King of Prussia PA: National Learning Resource Center, 1977. Reproduced with permission.

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement	Prevocational Skills
Emotional Maturity	Vocational Skills
Self Help Skills	Psychomotor Skills
Social Adaptation	Other:

Academic Achievement

STANFORD ACHIEVEMENT TEST—INTERMEDIATE I

Word Study	6.9	Arithmetic Computation	6.1
Language	6.9	Arithmetic Concepts	5.9
Word Meaning	6.4	Arithmetic Applications	5.8
Paragraph Meaning	6.4	Social Studies	5.7
Spelling	6.6	Science	6.3

Matthew's grade equivalent scores on the Stanford Achievement Test indicate that he is well above grade level in all academic areas. In reading, his comprehension skills are weaker than his vocabulary skills. Matthew will be placed in a 6th grade class for his reading and language arts. He will remain in his regular classroom for mathematics but will use materials appropriate for his level of achievement.

COGNITIVE ABILITIES

Matthew received an IQ of 143 on the Stanford-Binet. Results of the Torrance Tests of Creative Thinking Figural Form B, indicate that he is especially strong in the areas of originality, flexibility and elaboration.

His regular classroom teacher, responding to a questionnaire on intellectual functioning, indicated that Matthew enjoys completing his work or seeing problems through. He displays a great deal of intellectual curiosity and enjoys the challenge of difficult problems. Frequently, he is able to find alternative ways of solving a problem. He likes to "play" with ideas and often generalizes or applies understanding to new situations. He demonstrates independence in thought and action.

Matthew's parents report that although he has a group of friends with whom he associates, he often works and plays alone. His independent activities often involve either reading or "exploring" his neighborhood and reporting on what he found.

Matthew's favorite subject areas are science and mathematics. After discussions with his regular class teacher and the special education teacher, Matthew has chosen to study energy conservation, as his independent project, during the coming school year. He would like to investigate the energy consumption of his school building, Kennedy Elementary, and report his findings and recommendations to school personnel. Matthew has worked with his regular teacher and the special education teacher in identifying the goals and objectives included in the mathematics and science enrichment section of his proposed IEP.

Instructional Area: **Science and Mathematics Enrichment**

Annual Goal: **Matthew will process practical information effectively.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will audit utility bills at his school to see if the appropriate tariff was used, and that the calculation of the bill was correct. 2. Matthew will collect data, using observation procedures which he develops, on the energy usage at Kennedy Elementary, in order to support his conclusions and recommendations. This will include investigating: 1. lighting levels 2. unnecessary lighting 3. ineffective lighting 4. inefficient light bulbs 5. operating hours 6. temperature settings 7. air leaks 3. Matthew will evaluate the evidence on energy usage and draw conclusions leading to recommendations for energy conservation.		Objectives 1–3 Student/teacher analysis of the final presentation to determine if Matthew has used the information collected through observation and audits to draw his conclusions and recommendations.	Objectives 1–3 Conclusions and recommendations must include the areas of: 1. lighting 2. heating, ventilating, air conditioning Each conclusion and/or recommendation must be accompanied by supporting evidence.

Instructional Area: **Science and Mathematics Enrichment**

Annual Goal: **Matthew will obtain desired information by using research skills.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Using reference books, Matthew will obtain information concerning the basic principles of electricity and use this information to set up an electric circuit.		1. Matthew will demonstrate the basic principles of electricity to the class, using his electric circuit.	1. During the demonstration, Matthew will discuss the terms: electron electric current cells battery generator electric circuit conductors fuse volt ampere watts meter
2. Matthew will identify and review pamphlets, periodicals, reports and manuals containing information concerned with energy consumption.		Objectives 2–4 Student/teacher analysis of the final presentation to see if it contains the necessary background information for the energy conservation study.	Objectives 2–4 Information must cover the areas of: 1. energy consumption 2. the operation of systems using electricity at Kennedy Elementary School

Instructional Area:

Annual Goal:

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
3. Matthew will interview school building and maintenance personnel to obtain information about the lighting, electrical equipment and heating, ventilating and air conditioning systems in operation at Kennedy Elementary School. 4. Matthew will identify the proper electric company sources in order to investigate the electric utility tariffs applicable to school district operations.			3. electric utility tariffs

Instructional Area: **Science and Mathematics Enrichment**

Annual Goal: **Matthew will communicate his findings and conclusions effectively.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will produce visual aids, photographs, slides, charts, and/or graphs to illustrate points in his presentation. 2. Matthew will present the findings and recommendations from his energy conservation study to appropriate school district personnel during an oral presentation.		1. Student/teacher analysis of the final presentation to determine if Matthew uses audiovisual aids appropriately. 2. Student/teacher analysis of the final presentation to determine if Matthew presents his findings, conclusions and recommendations in a well organized, clear, and concise manner.	Objectives 1-2 Following the performance of each task, student and teacher will discuss its strengths and weaknesses. Performance will be judged as acceptable, if the teacher determines that the performance contributed to the effectiveness of the independent study project.

Instructional Area: **Mathematics**

Annual Goal: **Matthew will develop arithmetic concepts and skills at a pace consistent with his level of mastery.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will add, subtract, multiply and divide fractions. 2. Matthew will apply correct mathematical concepts to problems. 3. Matthew will use correct measurement techniques. 4. Matthew will use geometric principles in problem solving.	1. Individualized Mathematics System Ginn and Company, 1973 1. fraction strand 2. applications strand 3. measurement strand 4. geometry strand (Levels to be determined by pretests)	Objectives 1–4 a. Matthew will use the system's check-up pages to measure each skill within a unit. He will use check-up results to decide whether to continue, branch, recycle, or request the unit posttest. b. Teacher administered, a scored criterion-referenced system, posttests will determine mastery of the content within each unit.	Objectives 1–4 a. Student judgment of acceptable performance. b. 90% accuracy.

Instructional Area: **Reading and Language Arts**

Annual Goal: **Matthew will increase his independent reading skills.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will use the following comprehension skills in his independent reading program. a. specific recall b. identifying the main idea c. making inferences d. critical reading e. authorial purposes	1. Pilot Library Series Science Research Associates, 1972 Kit: Grade 6–7	1. For each selection read, Matthew will complete the appropriate comprehension/analysis exercise, score his work and record his score. The teacher will periodically monitor Matthew's performance on the evaluation exercises. The teacher will analyze the results of his exercises by the type of comprehension skill represented.	1. 90% accuracy.

SAMPLE IEP #3

INDIVIDUALIZED EDUCATION PROGRAM PLAN *

Sample 5

Student's Name:	David Brown	**Grade/Program:**	6
Birth Date:	October 22, 1964	**Teacher(s):**	Mrs. Jones
Present Date:	October 1, 1976	**School:**	JR — Elem.

Primary Assignment(s)	Date Started	Expected Duration of Services	Special Media or Materials
Reg. class w/itinerant vision services 5× per week	10-1-76	Until graduation	Braille, tape, and tangible aids
			Apparatus, Optacon

Reason for Assignment(s):

Visual acuity (R: NIL, L: LP) falls w/in range of educational blindness

Services:

Orientation and mobility—3 hours per week	10-1-76	Until graduation	Cane
Bus transportation	9-8-76	Until graduation	
Reader service—5 hours per week	10-1-76	6-15-77	
Helper service—2 hours per week	10-1-76	6-15-77	
Adaptive physical education	10-1-76	6-15-77	

Dates for review and/or revision of the Individualized Education Program Plan: 9-30-77

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: Itinerant Vision Consultant and Orientation and Mobility Specialist, Michael Lang

* SOURCE: *An Introduction to Individualized Education Program Plans in Pennsylvania: Guidelines for School Age IEP Development.* King of Prussia PA: National Learning Resource Center, 1977. Reproduced with permission.

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to: (a) Academic Achievement, (b) Emotional Maturity, (c) Self-Help Skills, (d) Social Adaptation, (e) Prevocational Skills, (f) Vocational Skills, (g) Psychomotor Skills, (h) Other:

Self Help Skills:

David's self help skills are presently at an adequate level for a person his age. He is able to function satisfactorily in the cafeteria. His grooming skills are appropriate. Skills yet to be established in this area are choosing appropriate color combinations of clothing and organizing his possessions in a meaningful way so that he can find them when needed.

Social Adaptations:

David is generally well accepted by his peers in the classroom. He does, on occasion, have problems adapting to behaviors and reactions of other individuals with whom he comes in contact. David will require assistance in becoming better able to cope with the attitudes and beliefs of other individuals.

Other:

ADAPTIVE PHYSICAL EDUCATION: The adaptive physical education teacher is attempting to prepare David for self initiated recreational and leisure time activity. Because of David's blindness he is generally inactive and does not engage in physical activities unless specifically directed to do so. Therefore, activities will include using the body appropriately and exercising various muscles that are not normally used because of his inactivity.

OPTACON: David currently can free track a series of 25 words with 75% accuracy. Further, he is able to read sentences without the use of a tracking aid with 80% accuracy. He is not able to read sentences in paragraph form. Also, he is only able to recognize one style of print.

MOBILITY: David is familiar with cane techniques and correct execution of these techniques; he consistently, however, omits using them. He also has knowledge of maintaining orientation so that he can efficiently reverse a route with complete accuracy. David has a problem in the home environment in that to get anywhere from his home it is necessary for him to cross a street at a traffic light controlled intersection. He currently has a rudimentary concept of crossing with the green light, aided by traffic sounds, but is unable to utilize this type of crossing without parental assistance.

TYPING: David presently types orally administered sentences at three to five words per minute with 80% accuracy. Further, he is not able to type sentences from braille.

AUDITORY TRAINING AND LISTENING SKILLS: David is currently functioning in the Listen and Think Series, level G, tape 2.

ADAPTIVE DEVICES: David performs the majority of his mathematics using the abacus. He currently is able to perform the four basic functions using the abacus with the exception of long division. Further, he has little experience with decimals.

Academic Achievement:

David needs adapted media/materials corresponding to the media/materials used by students in his class. With these aids, David is able to achieve consistent with his sixth grade ability level. When lessons being taught to the entire class contain purely visual material, the regular classroom teacher receives consultation from the itinerant vision teacher on methods of adapting the lesson so that David can participate.

Instructional Area: **Self Help Skills**

Annual Goal: **David will coordinate his attire.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will cite colors that complement a color verbalized by the teacher	1. Oral communication, color words	1. Oral communication with teacher, parent	1. 90% acceptable response as determined by the teacher
2. David will identify color coded pants, shirts, socks for recognition of each and its color	2. Student derived system in conjunction with parent input	2. Oral communication with teacher, parent	2. 100% accurate recognition of the color of clothing
3. David will organize clothing drawer or closet according to colors	3. Student derived system in conjunction with parent input	3. Oral communication with teacher, parent	3. 100% accurate location of clothing
4. David will match pants to shirts, to socks	4. Student derived system in conjunction with parent input	4. Oral communication with teacher, parent	4. Clothing is color coordinated 90% of the time

Instructional Area: **Social Adaptation**

Annual Goal: **David will become more tolerant of the feelings of others.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will listen to other people express feelings and or opinions.	1. Simulation activities and role playing.	1. Teacher observation.	1. Spontaneous verbal exchange with peers.
2. David will respond appropriately to others feelings and opinions.	2. Actual interaction with peers.	2. Sociogram.	2. David's position on a sociogram improves.
3. David will express a rationale for other's feelings and actions.	3. Teacher-student discussions.	3. Performance on task.	

Instructional Area: **Adaptive Physical Education**

Annual Goal: **David will perform routine exercises.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will perform a variety of exercises on a daily basis, designed to improve muscle strength.	1. Exercises will include: Jumping jacks Toe touch Sit ups Push ups Leg lifts Running in place	1. A daily log will be kept by David to record his performance.	1. 10 repetitions of each exercise by January. 15 repetitions of each exercise by June.

Instructional Area: **Optacon**

Annual Goal: **David will independently use the Optacon as a supplementary reading device.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will read sentences containing both upper and lower case letters without the use of a tracking aid.	1. Teacher-prepared, typed materials containing words within David's reading level, which are taken from his 6th grade reading book.	1. Oral reading.	1. 100% accuracy during a 3 minute reading period by the end of December.
2. David will read a 20 word paragraph without the use of a tracking aid.		2. Oral reading.	2. To read the paragraph within 5 minutes with 90% accuracy by June.
3. David will recognize upper case letters in elite type.		3. Oral reading.	3. 95% accuracy on letters presented in random order.

Instructional Area: **Mobility**

Annual Goal: **David will develop independent travel skills.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will use the cane as a primary mobility aid.	1. Teacher directed activities: Cane Environmental cues Repetition of activities	1. Performance on task.	1. When traveling, David will execute proper cane technique appropriate to the situation 100% of the time.
2. David will cross a street at a traffic-controlled intersection on the green without soliciting assistance.	2. Teacher directed activities: Cane Environmental cues Repetition of activities	2. Performance on task.	2. David will be able to verbally indicate, with 100% accuracy, when to cross the street and he will be able to perform the crossing.
3. David will become familiar with the junior high school in preparation for his transition to the building next September.	3. Visitation and tour along with discussions.	3. Teacher directed questionings.	3. David will be able to answer general questions regarding the basic layout of the school 1 week after each visit.

Instructional Area: **Typing**

Annual Goal: **David will effectively use the typewriter as a communication device.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will type dictated sentences at 8–10 words per minute.	1. Manual typewriter, teacher prepared material dealing with David's spelling lessons.	1. Typed copy.	1. 75% accuracy by the end of December. 90% accuracy by the end of June.
2. David will type sentences from braille at 10 words per minute.	2. Braille text and teacher directed activities.	2. Typed copy.	2. 75% accuracy by the end of December. 90% accuracy by the end of June.
3. David will set up formats for letters, lists, and outlines on the typewriter.	3. Braille English grammar book and teacher directed activities.	3. Typed copy.	3. 75% accuracy by the end of December. 90% accuracy by the end of June.

Instructional Area: **Academic Facilitation**

Annual Goal: **David will continue to function on grade level.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will continue academic growth through the use of special media materials.	1. Braille, tape, sighted readers, and tangible apparatus will be supplied as needed.	1. Tests used in regular classroom, adapted for David.	1. Same as those used for his classmates.

Instructional Area: **Adaptive Devices**

Annual Goal: **David will effectively use the abacus as a computational device.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will use the abacus to: (1) Add (2) Subtact (3) Multiply (4) Divide (long and short)	1. Problems taken from the 6th grade text used in regular class. Abacus	1. Given 25 Addition 25 Subtraction 25 Multiplication 25 Division problems David will use the abacus to perform the calculations.	1. 90% accuracy on each set of 25 problems 25 problems are completed within a maximum of 30 minutes.
2. David will use the abacus to: (1) Add (2) Subtract (3) Multiply (4) Divide (long and short) numbers containing one integer after the decimal point.	2. Problems taken from the 6th grade text used in regular class. Abacus	2. Given 25 Addition 25 Subtraction 25 Multiplication 25 Division problems David will use the abacus to perform the calculations.	2. 90% accuracy on each set of 25 problems. 25 problems are completed within a maximum of 30 minutes.

Instructional Area: **Auditory Training & Listening Skills**

Annual Goal: **David will effectively use an auditory presentation for learning.**

SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
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